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PART–4
PEDAGOGY IN EDUCATION

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CHAPTER 01

Meaning Nature and Scope of Pedagogy

1. Which of the following best defines pedagogy in the context of modern education?
(A) The strict enforcement of discipline and classroom rules
(B) The method and practice of teaching, encompassing both theoretical concepts and practical strategies
(C) The process of designing the annual school budget for academic resources
(D) The exclusive study of child psychology without reference to instructional design

2. When defining pedagogy, it is often described as both an art and a science. What does the "science" aspect of pedagogy primarily refer to?
(A) The intuitive ability of a teacher to connect with students
(B) The aesthetic presentation of learning materials
(C) The administrative documentation of student progress
(D) The application of evidence-based psychological principles and systematic instructional design

3. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Pedagogy is considered a dynamic discipline rather than a static set of rules.
Reason (R): Pedagogical practices must continuously adapt to changes in societal needs, technological advancements, and new psychological research.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. In educational discourse, which of the following is NOT typically considered a core dimension of pedagogy?
(A) Instructional techniques and strategies
(B) Understanding of learner characteristics
(C) Statutory auditing of school funds
(D) Philosophical assumptions about knowledge

5. Consider the following elements of teaching:
I. Selection of learning materials
II. Assessment of student understanding
III. Maintenance of the school's structural infrastructure
Which of the above fall strictly under the definition of pedagogy?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

6. Consider the following statements regarding the nature of pedagogy:
I. It is concerned only with what is taught, not how it is taught.
II. It shapes the interactions between teachers, students, and the learning environment.
III. It involves a continuous cycle of planning, execution, and reflection.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

7. A Principal observes a teacher successfully modifying a lesson plan mid-class because students were struggling to understand the concept. This modification best illustrates pedagogy as a/an:
(A) Fixed curricular mandate
(B) Reflective and adaptive practice
(C) Bureaucratic compliance measure
(D) Summative evaluation tool

8. Which of the following best describes the "normative" dimension of pedagogy?
(A) Systematically observing how teachers behave in everyday classroom settings
(B) Establishing statistical performance norms for standardized testing systems

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(C) Determining the philosophical goals and values of educational practice
(D) Documenting historical developments in formal schooling and institutions

9. During a staff meeting, the Principal emphasizes that teaching should focus on holistic development rather than just information transmission. This directive aligns most closely with which view of pedagogy?
(A) Pedagogy as behavior modification
(B) Pedagogy as didactic instruction
(C) Pedagogy as vocational training
(D) Pedagogy as humanistic facilitation

10. Which statement incorrectly pairs a concept with its pedagogical meaning?
(A) Pedagogical content knowledge: Financial expenditure on instructional supplies
(B) Instructional strategy: The comprehensive pedagogical plan for effectively teaching a core concept
(C) Teaching tactic: A targeted, short-term practical action employed dynamically in classroom instruction
(D) Pedagogical stance: The individual educator's overarching philosophical attitude toward student learning

11. What is the primary reason that pedagogy cannot be reduced merely to a set of mechanical teaching techniques?
(A) Techniques cannot be documented or standardized across diverse subject areas.
(B) Learning involves complex, unpredictable human interactions and contexts.
(C) Techniques are exclusively suitable for advanced academic study environments.
(D) Mechanical techniques necessitate continuous reliance on advanced technological resources.

12. The term "pedagogy" is derived from the Greek word "paidagogos." Originally, in ancient Greece, a paidagogos was:
(A) A senior administrative headmaster managing a formal classical academy
(B) A slave who accompanied a child to school and guided moral conduct
(C) A professional philosophical scholar teaching rhetoric and public discourse
(D) A public magistrate overseeing municipal funds designated for civic education

13. Which of the following traces the etymological evolution of the word pedagogy?
(A) "Paidos" (child) + "agogos" (leader)
(B) "Pedia" (learning) + "gogy" (study of)
(C) "Ped" (foot) + "agogos" (path)
(D) "Paideia" (culture) + "gos" (system)

14. Historically, the shift from viewing pedagogy as merely "supervising children" to a systematic "science of education" is most closely associated with the work of which 19th-century philosopher?
(A) John Locke
(B) Jean-Jacques Rousseau
(C) Johann Friedrich Herbart
(D) B.F. Skinner

15. Consider the following historical shifts in pedagogical thought:
I. The integration of psychological research into teaching methods.
II. The shift from rote memorization to experiential learning.
III. The emphasis on teacher absolute authority to learner autonomy.
IV. The replacement of physical classrooms with entirely virtual environments.
Which of these represent actual historical evolutions in mainstream pedagogical theory?
(A) I, II and III only
(B) II, III and IV only
(C) I, III and IV only
(D) I, II, III and IV

16. In tracing the evolution of pedagogy, Rousseau's "Emile" marked a significant shift by advocating for:
(A) Strict disciplinary drills
(B) State-controlled uniform curricula
(C) Naturalistic and child-centered learning
(D) Religious indoctrination as the core of pedagogy

17. The transition of pedagogy from a purely philosophical pursuit to one grounded in empirical observation and psychology is a hallmark of the:
(A) Medieval European scholastic period
(B) Late 19th and early 20th centuries
(C) Post-modern educational era
(D) Classical ancient Greek period

18. Which progressive educator's work in the early 20th century fundamentally shifted pedagogical evolution toward pragmatism and "learning by doing"?

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(A) Maria Montessori
(B) Friedrich Froebel
(C) Lev Vygotsky
(D) John Dewey

19. A Principal notices that older teachers rely heavily on lecturing, while newer teachers use collaborative group work. Historically, this reflects the pedagogical evolution from:
(A) Behaviorism to Constructivism
(B) Constructivism to Essentialism
(C) Pragmatism to Perennialism
(D) Humanism to Behaviorism

20. Which of the following is NOT an accurate reflection of the historical evolution of pedagogy?
(A) From teacher-dominated instruction to learner-facilitated exploration
(B) From passive reception of knowledge to active construction of knowledge
(C) From multidisciplinary learning back to strict compartmentalization of subjects
(D) From exclusive focus on intellect to holistic development (cognitive, affective, psychomotor)

21. A school is redesigning its teaching framework. The Principal insists that teachers must not only deliver content but also act as moral guides and facilitators of social skills. This view aligns with the etymological root of pedagogy because:
(A) It reflects the ancient "paidagogos" role of moral and holistic child supervision.
(B) It restricts the role of the professional teacher strictly to delivering academic subject-matter expertise.
(C) It confines the educator's responsibilities exclusively to instructional activities inside the physical classroom.
(D) It intentionally divides intellectual development from the moral and social growth of the student.

22. Which sequence correctly represents the general historical progression of dominant pedagogical paradigms?
(A) Constructivism → Behaviorism → Traditional Transmission
(B) Traditional Transmission → Behaviorism → Constructivism
(C) Behaviorism → Traditional Transmission → Constructivism
(D) Constructivism → Traditional Transmission → Behaviorism

23. As a discipline, pedagogy is best characterized as:
(A) A pure empirical science relying exclusively on controlled laboratory experimental research
(B) An applied science and art drawing upon diverse foundational academic disciplines
(C) A highly specialized administrative sub-branch of legal and institutional regulation
(D) An abstract theoretical field designed without direct application to practical instructional settings

24. Which of the following disciplines is NOT considered a foundational pillar supporting pedagogy as a field of study?
(A) Psychology
(B) Sociology
(C) Numismatics
(D) Philosophy

25. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Pedagogy is inherently an interdisciplinary field of study.
Reason (R): Effective teaching requires an understanding of how the human mind works, the societal context of the learner, and the ethical aims of education.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. In the context of the nature of pedagogy, the "descriptive" aspect refers to:
(A) Documenting and explaining how teaching practices occur within diverse educational contexts
(B) Systematically prescribing normative behavioral standards that professional educators ought to maintain
(C) Formulating and enforcing mandatory ethical guidelines for practicing classroom teaching professionals
(D) Analyzing and evaluating the economic efficiency of school infrastructure and learning materials

27. Identify the incorrect statement regarding the nature of pedagogy as a discipline.

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(A) It bridges the gap between learning theory and classroom practice.
(B) It operates independently of the cultural context in which it is applied.
(C) It involves continuous reflection and adaptation by the practitioner.
(D) It addresses both the cognitive and socio-emotional aspects of learning.

28. Consider the following characteristics:
I. It is context-dependent.
II. It is entirely objective and value-neutral.
III. It involves an interactive process between the teacher and the learner.
Which of these correctly describe the nature of pedagogy?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

29. A teacher's pedagogical approach must often change based on the socioeconomic background of the students. This highlights that pedagogy is:
(A) Socially and culturally situated
(B) A static set of procedures
(C) Primarily an administrative function
(D) Independent of external environmental factors

30. Which paradigm views pedagogy not merely as a technical skill but as a deeply ethical and political act?
(A) Positivist paradigm
(B) Behaviorist paradigm
(C) Critical paradigm
(D) Essentialist paradigm

31. When pedagogy is described as a "clinical practice," it implies that teachers must:
(A) Direct primary educational attention exclusively toward monitoring physical health and physiological well-being
(B) Systematically complete comprehensive diagnostic medical evaluations prior to initiating classroom instruction
(C) Perform daily pedagogical activities under direct oversight and authorization from qualified healthcare professionals
(D) Systematically diagnose learning gaps and implement targeted instructional interventions

32. Which of the following is the most appropriate description of the scope of pedagogy?
(A) It is strictly confined to formal direct transactions occurring within traditional physical classroom spaces.
(B) It focuses exclusively on administrative procedures and methods used in conducting final summative evaluations.
(C) It encompasses curriculum development, teaching methodology, student evaluation, and the general learning environment.
(D) It is fundamentally restricted in scope and application to foundational early childhood and primary education levels.

33. The nature of pedagogy requires teachers to possess "phronesis," an Aristotelian concept which in this context translates to:
(A) Mechanical rote memorization of foundational facts and procedures
(B) Practical wisdom and situational judgment applied to complex teaching settings
(C) Rigorous, unyielding adherence to formal institutional administrative guidelines
(D) The technical capacity to draft comprehensive and structured lesson plans

34. In modern education, the scope of pedagogy has expanded to include "hidden curriculum." This refers to:
(A) Institutional academic topics and syllabus content that lack formal authorization from state education boards
(B) Optional co-curricular and extracurricular practical activities such as athletic sports, drama, and instrumental music
(C) Specialized theoretical subjects intentionally withheld from introductory courses until post-secondary higher education
(D) Unofficial, unwritten lessons, values, and socio-cultural perspectives absorbed during schooling

35. A Principal organizing a professional development workshop on modern pedagogy should ensure the inclusion of which of the following topics?
(A) Inclusive education and differentiated instruction
(B) Methods of corporal punishment
(C) Techniques for manipulating school financial audits
(D) Strategies for maximizing teacher lecture time

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36. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): The scope of pedagogy today extends beyond cognitive development to include socio-emotional learning (SEL).
Reason (R): Modern educational goals emphasize holistic development, preparing students for life rather than just academic examinations.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

37. Which of the following falls OUTSIDE the professional scope of pedagogical practice?
(A) Initiating formal staff disciplinary proceedings under statutory civil service rules
(B) Designing and implementing continuous diagnostic formative assessments for diverse classroom learners
(C) Tailoring instructional materials to meet individual learning profiles of Children with Special Needs (CWSN)
(D) Systematically embedding digital tools and information technology into daily instructional lesson delivery

38. A Principal finds that students are performing well in written exams but lack practical problem-solving skills. To address this, the Principal directs teachers to adopt project-based learning. This intervention falls under which scope of pedagogy?
(A) Financial resource allocation
(B) Statutory compliance
(C) Extracurricular management
(D) Instructional strategy reform

39. Consider the following domains:
I. Instructional Design
II. Classroom Management
III. Learner Assessment
IV. Procurement of office supplies
Which of these belong to the scope of pedagogy in school education?
(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

40. The scope of modern pedagogy strongly emphasizes "Constructive Alignment." This principle, developed by John Biggs, requires alignment between:
(A) Institutional financial budgeting and physical facility infrastructure
(B) Educator compensation structures and annual professional performance evaluations
(C) Intended learning outcomes, pedagogical practices, and assessment tasks
(D) Statutory state educational directives and overarching federal legislation

41. Which of the following best highlights the expanding scope of pedagogy in the 21st century?
(A) Returning to rigid, isolated single-subject disciplinary boundaries in instruction
(B) Restricting educational evaluation entirely to high-stakes annual standardized examinations
(C) Systematically phasing out play-based and experiential learning strategies in early childhood care
(D) Integrating digital literacy, critical thinking, and global citizenship into contemporary education

42. In the context of the scope of pedagogy, "differentiated instruction" is a response to:
(A) Individual differences in student readiness, interests, and learning profiles
(B) Rigidly standardized school funding models and administrative allocations
(C) Periodic structural adjustments made to annual academic scheduling calendars
(D) Mandates enforcing uniform textbook adoption across all educational districts

43. Why is action research considered an essential component within the scope of modern pedagogical practice?
(A) It provides an administrative framework for terminating underperforming instructional staff.
(B) It enables educators to systematically investigate and refine their classroom practices.
(C) It completely eliminates the statutory requirement for external summative board examinations.
(D) It serves as an obligatory compliance requirement for annual institutional financial audits.

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44. Match the pedagogical domain in List I with its primary focus in List II:
List I: (Pedagogical Domain)
P. Epistemological
Q. Methodological
R. Evaluative
List II :: (Primary Focus)
1. The nature of knowledge to be taught
2. The techniques used to teach
3. How to measure learning
Select the correct option:
(A) P-2, Q-1, R-3
(B) P-1, Q-2, R-3
(C) P-3, Q-2, R-1
(D) P-1, Q-3, R-2

45. The term "Andragogy" is primarily associated with the education of:
(A) Adult learners
(B) Early childhood learners
(C) Children with special needs
(D) Gifted children

46. Which educational theorist is most famous for popularizing the concept of Andragogy in North America?
(A) Jean Piaget
(B) Howard Gardner
(C) Malcolm Knowles
(D) Jerome Bruner

47. In contrasting Pedagogy and Andragogy, which assumption is characteristic of an andragogical approach?
(A) Learners remain entirely dependent on the instructor for instructional guidance and direction.
(B) Learners are driven almost exclusively by external rewards, grades, and administrative punishments.
(C) The curriculum should be strictly subject-centered rather than problem-centered.
(D) Learners bring prior life experience that serves as a rich learning resource.

48. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Pedagogy often assumes a dependent learner, whereas Andragogy assumes a self-directed learner.
Reason (R): Children typically lack the extensive life experience that adults use as a foundation for self-directed learning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

49. A Principal organizing an in-service training session for teachers (adults) decides to use a lecture-heavy, compliance-based approach rather than collaborative problem-solving. According to adult learning theory, this approach fails because it:
(A) Uses an andragogical method for a pedagogical audience
(B) Uses a pedagogical method for an andragogical audience
(C) Incorporates too much technology
(D) Relies on experiential learning

50. Consider the following statements comparing pedagogy and andragogy:
I. Pedagogy is historically content-driven, while andragogy is problem-driven.
II. In pedagogy, readiness to learn is dictated by biological age, whereas in andragogy, it is dictated by the need to cope with real-life tasks.
III. Both frameworks mandate an authoritarian role for the facilitator.
Which of the statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

51. Which of the following is NOT one of Malcolm Knowles' principles of Andragogy?
(A) Intrinsic motivation is less effective than extrinsic motivation for adults
(B) Self-concept moves from dependent to self-directed
(C) Readiness to learn is linked to social roles
(D) Orientation to learning shifts from subject-centered to problem-centered

52. What is the fundamental difference in the role of the teacher when moving from traditional pedagogy to andragogy?
(A) Transitioning from a flexible learning facilitator to an absolute authoritative instructor
(B) Transitioning from an active curriculum designer to an administrative financial

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manager
(C) Transitioning from an information transmitter to a collaborative learning facilitator
(D) Transitioning from an empathetic instructional mentor to a strict classroom disciplinarian

53. A teacher is dealing with a class of senior secondary students (Class 12). The teacher notices that they respond better when given autonomy to choose their project topics based on real-world issues. The Principal notes that the teacher is transitioning from:
(A) Pedagogy to Andragogy
(B) Andragogy to Didactics
(C) Constructivism to Behaviorism
(D) Heutagogy to Pedagogy

54. Identify the incorrect pair regarding the assumptions of learners:
(A) Pedagogy: Learner experience is built on by the teacher's instruction.
(B) Andragogy: Learner experience is a rich resource for peer learning.
(C) Andragogy: Motivation is primarily internal (self-esteem, better quality of life).
(D) Pedagogy: Motivation is largely internal and problem-based.

55. The concept of "Heutagogy" is an extension of andragogy and refers to:
(A) Teacher-directed learning
(B) Self-determined learning
(C) Peer-directed learning
(D) Rote learning

56. What is the fundamental distinction between curriculum and pedagogy?
(A) Curriculum is the "how" of teaching; pedagogy is the "what".
(B) Curriculum is for students; pedagogy is for administrators.
(C) Curriculum is the "what" of teaching; pedagogy is the "how".
(D) Curriculum is theoretical; pedagogy is financial.

57. A school receives new curriculum framework guidelines specifying learning standards for the secondary stage. The teachers must now design lesson plans and choose instructional strategies to meet these standards. Here, the guidelines represent the _____, and the instructional strategies represent the _____.
(A) Pedagogy; Curriculum
(B) Syllabus; Assessment
(C) Didactics; Curriculum
(D) Curriculum; Pedagogy

58. Consider the following statements regarding the relationship between curriculum and pedagogy:
I. Pedagogy brings the curriculum to life in the classroom.
II. A progressive curriculum can be undermined by regressive pedagogy.
III. Curriculum and pedagogy are entirely independent of one another.
IV. Changes in curriculum usually necessitate changes in pedagogy.
Which of the above statements are correct?
(A) I, II and III only
(B) II, III and IV only
(C) I, II and IV only
(D) I, III and IV only

59. When a teacher selects a textbook to follow the prescribed syllabus, they are engaging primarily with:
(A) Pedagogy
(B) Curriculum materials
(C) Summative evaluation
(D) Educational administration

60. The concept that pedagogy and curriculum are deeply intertwined and that how a subject is taught affects what is actually learned is best captured by the term:
(A) Hidden Curriculum
(B) Pedagogical Content Knowledge (PCK)
(C) Instructional scaffolding
(D) Summative alignment

61. If a curriculum mandates "fostering democratic values," but the teacher uses an authoritarian pedagogy where students are not allowed to question or discuss, this creates a conflict between:
(A) Intended curriculum and enacted pedagogy
(B) Formative and summative assessment
(C) Didactics and heuristics
(D) Content knowledge and subject knowledge

62. Which of the following best describes the "enacted curriculum"?
(A) Formal regulatory guidelines and policy documents officially issued by state education

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departments
(B) Approved schedule of official institutional holidays, examination periods, and term dates
(C) The actual pedagogical interactions occurring between teachers and students in class
(D) Mandatory instructional textbooks and standardized study materials prescribed for the year

63. A Principal is reviewing lesson plans. She notices a teacher has copied the syllabus topics but has not mentioned any methods, activities, or resources to be used. The teacher has provided the _____ but omitted the _____.
(A) Pedagogy; Curriculum
(B) Assessment; Evaluation
(C) Objectives; Goals
(D) Curriculum; Pedagogy

64. The process of modifying pedagogy to ensure the curriculum is accessible to a student with learning disabilities is known as:
(A) Curriculum reduction
(B) Tracking
(C) Differentiated instruction
(D) Segregation

65. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): It is possible to have a learner-centered curriculum but a teacher-centered pedagogy.
Reason (R): Curriculum designers and classroom practitioners do not always share the same philosophical orientation or resource constraints.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

66. In modern educational practice, the shift from rote learning to critical thinking requires a change primarily in:
(A) The physical location of schools
(B) Only the curriculum framework
(C) The financial rules governing school grants
(D) Both curriculum design and pedagogical practices

67. The term "Didactics" is more commonly used in Continental Europe, whereas "Pedagogy" is broader. What is the key distinction often made between the two?
(A) Didactics focuses on subject matter transmission, whereas pedagogy encompasses overall child development.
(B) Didactics is designed strictly for early childhood instruction, whereas pedagogy applies exclusively to adult learners.
(C) Didactics emphasizes socio-emotional intelligence, whereas pedagogy focuses primarily on mechanical rote memorization.
(D) The two terms represent identical educational concepts and are completely interchangeable across all contexts.

68. Didactics is typically concerned with the "Didactic Triangle." Which of the following are the three vertices of this triangle?
(A) Principal, Teacher, Parent
(B) School, Community, Government
(C) Teacher, Student, Content
(D) Curriculum, Pedagogy, Assessment

69. A Principal observes a teacher whose primary focus is ensuring that the complex scientific concepts of physics are logically sequenced and transmitted accurately to the students, without much focus on the students' socio-emotional state. This teacher's approach is highly:
(A) Didactic
(B) Pedagogical
(C) Heuristic
(D) Andragogical

70. Which of the following educational traditions places the strongest emphasis on "Bildung" (the self-formation and holistic moral cultivation of the individual) as a core part of pedagogy rather than mere didactics?
(A) The Anglo-American tradition
(B) The Behaviorist tradition
(C) The Positivist tradition
(D) The German/Continental tradition

71. Identify the incorrect statement comparing pedagogy and didactics:
(A) Didactics is heavily focused on the content and its instructional transposition.
(B) Didactics completely ignores the role of the teacher.
(C) Pedagogy encompasses the relational, emotional, and moral aspects of teaching.

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(D) Pedagogy is generally viewed as a broader concept encompassing didactics.

72. Consider the following statements regarding the "Didactic Transposition" (a concept by Yves Chevallard):
I. It refers to the process of transforming academic knowledge into teachable knowledge.
II. It requires teachers to simplify and adapt complex concepts for learners.
III. It is a purely administrative function performed by the Principal.
Which of the statements is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II and III

73. If a teacher asks, "How do I structure this mathematical formula so a 10-year-old can understand it?", they are addressing a problem primarily of:
(A) General Pedagogy
(B) Educational Administration
(C) Institutional Planning
(D) Subject-specific Didactics

74. Which of the following scenarios best illustrates a failure in didactics?
(A) The teacher delivers complex scientific theories without structured simplification, leading to widespread confusion.
(B) The teacher consistently fails to establish positive, supportive socio-emotional relationships with classroom learners.
(C) The instructional staff fails to plan and execute mandatory annual co-curricular athletic events for the school.
(D) The institutional administration fails to obtain necessary state subsidies for the subsidized daily meal program.

75. In contrast to a purely didactic approach, a holistic pedagogical approach would additionally involve:
(A) Ensuring precise and accurate factual transmission during instructional delivery
(B) Developing the student's character, moral values, and civic responsibility
(C) Rigorously aligning term assessments with prescribed syllabus objectives
(D) Effectively utilizing mandated printed textbooks within classroom teaching

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76. The concept of "mathetics," coined by John Amos Comenius, is often contrasted with didactics. While didactics is the science of teaching, mathetics is the science of:
(A) Administration
(B) Learning
(C) Evaluating
(D) Financing

77. Which prominent 17th-century educator wrote "The Great Didactic," establishing early principles of instructional sequencing and methodology?
(A) John Amos Comenius
(B) John Locke
(C) Jean-Jacques Rousseau
(D) Immanuel Kant

78. Critical pedagogy is fundamentally rooted in the belief that education is an inherently _____ act.
(A) Neutral
(B) Bureaucratic
(C) Political
(D) Objective

79. Who is widely considered the founding philosopher of Critical Pedagogy, known for his work "Pedagogy of the Oppressed"?
(A) Lev Vygotsky
(B) Henry Giroux
(C) John Dewey
(D) Paulo Freire

80. In Critical Pedagogy, the traditional educational system where teachers "deposit" information into passive students is criticized as the:
(A) Problem-posing model
(B) Constructivist model
(C) Banking model of education
(D) Dialogic model

81. According to Paulo Freire, what is the alternative to the oppressive banking model of education?
(A) Rote learning education
(B) Problem-posing education
(C) Standardized testing education
(D) Teacher-centered education

82. A Principal encourages teachers to have students analyze local environmental issues, question government policies, and propose community solutions, rather than just reading about ecology in a textbook. This approach is a practical application of:

(A) Behaviorism
(B) Essentialism
(C) Direct Instruction
(D) Critical Pedagogy

83. The ultimate goal of critical pedagogy is "Conscientization" (conscientização). This term means:
(A) Developing critical awareness of social reality and the agency to transform it
(B) Systematically memorizing foundational provisions of the national constitution
(C) Achieving high technical proficiency on standardized academic assessment tests
(D) Passively accepting existing social structures and cultural norms without critique

84. Which modern educational theorist is highly associated with critical pedagogy and coined the term "teachers as transformative intellectuals"?
(A) B.F. Skinner
(B) Albert Bandura
(C) Henry Giroux
(D) Howard Gardner

85. Identify the incorrect statement regarding Critical Pedagogy.
(A) It mandates strict compliance with a standardized curriculum.
(B) It directly challenges the claim that schools function as neutral institutions.
(C) It explicitly seeks to empower historically marginalized and disadvantaged students.
(D) It advocates for interactive dialogic instruction over traditional monologic lecturing.

86. In a classroom practicing critical pedagogy, the relationship between teacher and student is ideally:
(A) Hierarchical and authoritarian
(B) Distant and objective
(C) Solely evaluative
(D) Dialogical and co-intentional

87. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Critical pedagogy rejects the notion that the teacher is the sole possessor of knowledge.
Reason (R): Critical pedagogy posits that knowledge is co-constructed through dialogue and that students' lived experiences are valid sources of knowledge.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

88. Michael Apple's contribution to critical pedagogy largely focuses on answering which crucial question?
(A) How can educational institutions construct reliable and standardized multiple-choice assessments?
(B) What administrative mechanisms should be implemented to reduce operational school budgets effectively?
(C) Whose knowledge is selected as official and included in the prescribed curriculum?
(D) What are the fundamental psychological stages that govern human cognitive development processes?

89. Culturally Responsive Pedagogy (CRP) is based on the premise that teaching must:
(A) Deliberately ignore cultural differences to ensure all students receive identical treatment
(B) Systematically assimilate diverse student backgrounds into the dominant national culture
(C) Focus instructional content exclusively on the dominant cultural framework of the host nation
(D) Utilize students' socio-cultural contexts to impart knowledge and foster empowerment

90. Which scholar is most prominently credited with developing the theory of Culturally Relevant/ Responsive Pedagogy?
(A) Gloria Ladson-Billings
(B) Carol Dweck
(C) Angela Duckworth
(D) John Hattie

91. According to Ladson-Billings, Culturally Relevant Pedagogy rests on three criteria. Which of the following is NOT one of them?
(A) Students must consistently achieve high levels of academic success across subjects.
(B) Students must abandon native home languages for standard academic speech.
(C) Students must actively develop and maintain their individual cultural competence.

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(D) Students must cultivate critical consciousness to challenge existing socio-political norms.

92. A teacher uses local folk tales and regional idioms to teach narrative structure to a diverse classroom. This practice leverages the students':
(A) Deficit model
(B) Funds of knowledge
(C) Behavioral conditioning
(D) Cognitive dissonance

93. What is the fundamental difference between "equality" and "equity" in the context of culturally responsive pedagogy?
(A) Equality provides uniform resources; equity distributes resources based on need to achieve equal outcomes.
(B) Equality allocates instructional resources according to student need, whereas equity provides uniform resources to all.
(C) Equality focuses specifically on accommodating student cultural backgrounds, whereas equity treats all learners identically.
(D) There is no conceptual distinction between equality and equity; both terms remain synonymous in pedagogical usage.

94. Consider the following teaching practices:
I. Allowing students to express their understanding through culturally specific art forms.
II. Lowering academic expectations for students from marginalized backgrounds.
III. Incorporating community issues into mathematical word problems.
Which of these align with Culturally Responsive Pedagogy?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

95. A Principal observes that teachers are attributing students' poor performance to their disadvantaged home environments. The Principal should guide the teachers away from this perspective, which is known as:
(A) The asset-based model
(B) The constructivist model
(C) The heuristic model
(D) The deficit model

96. In culturally responsive pedagogy, Geneva Gay emphasizes "cultural scaffolding," which means:
(A) Constructing physical campus infrastructure that reflects local architectural traditions and materials
(B) Eliminating all explicit cultural references from academic curricula to prevent institutional bias
(C) Leveraging students' cultural backgrounds to enhance intellectual growth and academic achievement
(D) Restricting instruction exclusively to a student's native culture while disregarding global perspectives

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97. A school has a large influx of migrant students from different regions. The Principal asks teachers to organize a "heritage week" where the curriculum integrates the history, geography, and math of these regions. This is a systemic application of:
(A) Critical pedagogy
(B) Culturally responsive pedagogy
(C) Andragogy
(D) Digital pedagogy

98. Which of the following educational policy recommendations is most aligned with culturally responsive pedagogy?
(A) The policy mandate introducing compulsory computer coding instruction from Grade 6 onwards
(B) The establishment of a national assessment center for standardizing student evaluation
(C) The structural reorganization of school education into multi-stage developmental designs
(D) The emphasis on multilingualism and instructing in native languages

99. An essential component of a teacher's culturally responsive practice is "critical self-reflection." This involves:
(A) Critically examining one's own cultural biases, social privileges, and teaching assumptions
(B) Systematically memorizing generalized socio-cultural characteristics across different ethnic groups
(C) Formally evaluating administrative decisions and institutional policies made by school leadership
(D) Regularly distributing standardized daily self-assessment rubrics to track classroom

progress

100. Consider the following statements about Digital Pedagogy:
I. It is merely the use of digital tools in a traditional classroom.
II. It involves rethinking teaching and learning processes in light of digital technologies.
III. It emphasizes connectivity and networking as core learning strategies.
IV. It requires teachers to possess digital literacy along with pedagogical knowledge.
Which of the statements given above are correct?
(A) I, II and III only
(B) II, III and IV only
(C) I, III and IV only
(D) I, II, III and IV

101. The TPACK framework is highly influential in digital pedagogy. What does TPACK stand for?
(A) Technological Pedagogical Content Knowledge
(B) Teacher Preparation and Content Knowledge
(C) Technology Practice and Curricular Knowledge
(D) Teaching Pedagogy and Computer Knowledge

102. In the TPACK model (developed by Mishra and Koehler), the intersection of all three primary forms of knowledge represents:
(A) The administrative capacity of school leaders to procure top-tier educational software and hardware
(B) The structural separation of information technology infrastructure management from academic departments
(C) The evolutionary transition of instructional methodology from child-centered pedagogy to adult-centered andragogy
(D) The integrated knowledge required to effectively embed technology into specific subject teaching

103. Which learning theory, proposed by George Siemens, is closely associated with digital pedagogy and describes learning as the process of creating connections and developing networks?
(A) Constructivism
(B) Connectivism
(C) Behaviorism
(D) Cognitivism

104. In a "Flipped Classroom" model, which is a key application of digital pedagogy, how is the learning process structured?
(A) Students teach the class while the teacher sits in the back.
(B) Desks are arranged in a circle rather than rows.
(C) Students do homework in class and listen to lectures at home via video.
(D) Technology is banned from the classroom to focus on textbook reading.

105. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Digital pedagogy demands that teachers move from being "sages on the stage" to "guides on the side."
Reason (R): The abundance of information available digitally means teachers are no longer the sole source of knowledge; their role is to help students navigate and synthesize this information.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

106. A key concept in digital pedagogy is the "digital divide." For a school Principal, addressing this pedagogically means:
(A) Addressing technological inequities by adapting expectations and offering equalized support.
(B) Ensuring that all instructional staff members are issued identical administrative hardware and laptops.
(C) Structurally dividing school facilities into dedicated tech-enabled and traditional non-tech wings.
(D) Mandating introductory computer science and binary coding instruction for all enrolled students.

107. Which of the following is NOT an advantage of Blended Learning, a prominent digital pedagogical approach?
(A) It offers flexibility in time and place of learning.
(B) It eliminates the need for any face-to-face social interaction.
(C) It allows for personalized pacing.

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(D) It provides richer data on student engagement through learning management systems.

108. The SAMR model is used to evaluate technology integration in digital pedagogy. What are the four levels of this model?
(A) System, Application, Method, Result
(B) Substitution, Augmentation, Modification, Redefinition
(C) Selection, Adaptation, Measurement, Review
(D) Setup, Action, Monitoring, Reflection

109. Using a word processor to type an essay instead of writing it by hand with a pen represents which level of the SAMR model?
(A) Substitution
(B) Redefinition
(C) Modification
(D) Augmentation

110. A teacher uses a digital platform to connect her classroom in real-time with a classroom in another country to collaboratively research global climate change. In the SAMR model, this pedagogical use of technology represents:
(A) Substitution
(B) Augmentation
(C) Redefinition
(D) Modification

111. The relationship between pedagogy and psychology is best described by which statement?
(A) Psychology defines the exact academic content to teach, whereas pedagogy determines timing and scheduling.
(B) Psychology and pedagogy operate as completely independent academic fields without any theoretical overlap.
(C) Pedagogy addresses clinical mental disorders, whereas psychology focuses on classroom teaching techniques.
(D) Psychology explains how learning occurs; pedagogy designs instruction based on those insights.

112. Jean Piaget's theory of cognitive development deeply influenced pedagogy by emphasizing that:
(A) Children function as passive blank slates waiting to be filled with academic knowledge
(B) Learning occurs exclusively through external mechanisms of positive and negative reinforcement
(C) Learning is active cognitive construction via assimilation and accommodation processes
(D) Structured direct instruction represents the single effective method for academic teaching

113. Which psychological concept by Lev Vygotsky is a cornerstone of collaborative pedagogy and instructional scaffolding?
(A) Classical Conditioning
(B) Zone of Proximal Development (ZPD)
(C) Hierarchy of Needs
(D) Defense Mechanisms

114. If a teacher uses a pedagogical approach centered on drill, practice, and token economies (rewards), they are leaning heavily on which psychological perspective?
(A) Humanism
(B) Constructivism
(C) Psychoanalysis
(D) Behaviorism

115. A pedagogy based on the Humanistic psychology of Carl Rogers and Abraham Maslow would prioritize:
(A) Promoting learner autonomy, self-actualization, and emotional growth
(B) Achieving high performance outcomes on standardized academic test scores
(C) Enforcing strict, measurable behavioral objectives during daily instruction
(D) Prioritizing mechanical rote memorization of factual information

116. Consider the following psychological theories and their pedagogical implications:
I. Behaviorism → Programmed instruction and drill
II. Cognitivism → Concept mapping and information processing
III. Constructivism → Problem-based and inquiry learning
Which of the pairs given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

117. How does Howard Gardner's psychological theory of Multiple Intelligences influence modern pedagogy?
(A) It promotes differentiated instruction by offering multiple learning pathways for diverse intelligences.
(B) It advocates delivering all curriculum subjects through a single, standardized

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instructional methodology.
(C) It asserts that human intelligence remains strictly fixed and unaffected by pedagogical interventions.
(D) It restricts recognized academic learning strictly to linguistic and logical-mathematical skill domains.

118. The pedagogical practice of "scaffolding" involves:
(A) Offering permanent instructional support so students never experience academic struggle or failure
(B) Constructing physical three-dimensional architectural models during hands-on science lab sessions
(C) Applying disciplinary penalties and negative consequences to students who produce incorrect answers
(D) Offering temporary, tailored support to help master a task, gradually removing it as competence grows

119. Albert Bandura's Social Learning Theory implies that pedagogically, teachers must be aware that:
(A) Academic learning occurs exclusively through immediate, direct environmental reinforcement mechanisms.
(B) Students learn effectively by observing and modeling behaviors of teachers and peers.
(C) Stages of cognitive development are rigidly fixed and dictated strictly by biological age milestones.
(D) Inherited genetic factors almost completely determine an individual's ultimate academic achievement.

120. Which psychological concept explains the pedagogical need to activate students' prior knowledge before introducing a new topic?
(A) Operant conditioning
(B) Extinction
(C) Schema theory (Cognitive structures)
(D) Sublimation

121. While psychology describes 'how' humans learn, philosophy of education primarily provides pedagogy with:
(A) Quantitative statistical methodologies for educational evaluation
(B) Strategic financial funding models for institutional school management
(C) Psychological developmental milestones across student age brackets
(D) The foundational aims, core values, and purpose of education

122. A school Principal insists that the primary goal of the school is to transmit the timeless, universal truths of classical literature and history. This pedagogical stance aligns with which educational philosophy?
(A) Perennialism
(B) Pragmatism
(C) Existentialism
(D) Progressivism

123. The pedagogical approach of "learning by doing," project work, and democratic classroom management is heavily influenced by the philosophy of:
(A) Idealism
(B) Pragmatism (John Dewey)
(C) Realism
(D) Essentialism

124. An existentialist philosophy would shape pedagogy by demanding that:
(A) Requiring that all students conform strictly to established societal norms and cultural expectations
(B) Granting students autonomy to make choices and take responsibility for shaping their own meaning
(C) Mandating that classroom teachers focus exclusively on transmitting objective, empirical scientific facts
(D) Restricting the primary purpose of formal schooling entirely to practical vocational skills training

125. Which philosophy believes that reality is a mental construct, and thus pedagogy should focus on the development of the mind, spiritual values, and moral character (e.g., the Socratic method)?
(A) Idealism
(B) Realism
(C) Pragmatism
(D) Naturalism

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126. Naturalism, as an educational philosophy championed by Rousseau, advocates for a pedagogy that:
(A) Mandates formal reading instruction and academic drill from early infancy
(B) Systematically enforces strict societal rules and norms starting at a young age

(C) Aligns with natural developmental stages using nature as the primary teacher
(D) Relies predominantly on formal indoor testing and standardized written assessments

127. If a teacher's pedagogy is strictly focused on teaching the "basics" (reading, writing, arithmetic) and maintaining rigorous discipline and traditional academic standards, their underlying philosophy is:
(A) Progressivism
(B) Reconstructionism
(C) Existentialism
(D) Essentialism

128. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): A teacher's pedagogical choices are never value-neutral; they always reflect an underlying philosophical belief about the nature of knowledge and society.
Reason (R): The methods a teacher selects (e.g., lecture vs. debate) inherently signal what type of knowledge is valued (e.g., authoritative transmission vs. democratic co-creation).
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

129. Social Reconstructionism argues that the primary pedagogical goal of schools should be to:
(A) Systematically reconstruct historical timelines and chronological events for classroom study
(B) Address social injustices and actively transform society into an equitable community
(C) Focus institutional resources primarily on rebuilding and modernizing physical school facilities
(D) Preserve existing socio-political structures and maintain the current social order at all costs

130. The relationship between epistemology (a branch of philosophy) and pedagogy is significant because epistemology deals with:
(A) The philosophical theories governing aesthetics and the nature of artistic beauty
(B) The ethical principles and moral standards determining appropriate human conduct
(C) The structural organization, political authority, and administration of government
(D) The nature, origin, and limits of knowledge, guiding instructional practices

131. In a Teacher-Centered pedagogical model, the primary role of the student is that of a:
(A) Passive recipient of information
(B) Co-creator of knowledge
(C) Facilitator of peer learning
(D) Independent researcher

132. Which of the following is a hallmark of Learner-Centered pedagogy?
(A) Strict reliance on textbooks as the only source of knowledge
(B) Desks arranged in rigid rows facing the teacher
(C) Active participation, collaboration, and self-regulation by students
(D) Emphasis on competitive summative exams over formative assessment

133. A transition from teacher-centered to learner-centered pedagogy involves shifting the focus from:
(A) "Teaching" to "Learning"
(B) "What students are doing" to "What the teacher is doing"
(C) "Formative assessment" to "Summative assessment"
(D) "Process" to "Product"

134. Identify the pedagogical strategy that belongs to a teacher-centered approach:
(A) Inquiry-based learning
(B) Problem-based learning
(C) Experiential learning
(D) Direct Instruction/Lecture

135. A Principal conducts a classroom walk-through. She notes that the teacher is talking 90% of the time, students are taking notes, and all questions flow from the teacher to the students. This pedagogical style is:
(A) Learner-centered and constructivist
(B) Teacher-centered and transmission-oriented
(C) Democratic and dialogic
(D) Andragogical and problem-oriented

136. Which of the following best describes the role of the teacher in a learner-centered pedagogy?
(A) An authoritative sage delivering knowledge from the stage

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(B) The absolute and undisputed sole authority of subject knowledge
(C) A supportive facilitator guiding dynamic learning experiences
(D) A strict classroom disciplinarian enforcing total compliance

137. In learner-centered pedagogy, assessment is primarily viewed as:
(A) An administrative instrument designed primarily to penalize low-performing students
(B) A formal institutional end-of-year audit function measuring basic curriculum compliance
(C) A standardized comparative ranking mechanism used to evaluate student academic performance
(D) A continuous formative process integrated into daily learning activities and reflection

138. Consider the following classroom features:
I. Students have a voice in establishing classroom rules.
II. Instruction is highly differentiated.
III. The curriculum is rigidly fixed regardless of student interest.
Which feature(s) align with learner-centered pedagogy?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II and III

139. Which of the following is a common criticism of strictly teacher-centered pedagogy?
(A) It lacks administrative structure, classroom authority, and essential behavioral discipline.
(B) It fails to foster student critical thinking, creativity, and intrinsic motivation.
(C) It requires excessive preparation time, overburdening the classroom teacher's workload.
(D) It places unrealistic levels of academic responsibility directly upon the individual student.

140. While learner-centered pedagogy is generally preferred in modern education frameworks, teacher-centered methods (like direct instruction) are still considered highly effective for:
(A) Fostering open-ended student creativity and divergent problem-solving skills
(B) Rapidly introducing foundational facts or step-by-step procedures
(C) Cultivating nuanced interpersonal relationships and socio-emotional skills
(D) Developing long-term independent academic research and inquiry abilities

141. The concept of Pedagogical Content Knowledge (PCK) was introduced by which prominent educational researcher?
(A) Lee Shulman
(B) Benjamin Bloom
(C) John Hattie
(D) Robert Gagne

142. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): A teacher with excellent subject matter knowledge does not automatically make an excellent teacher.
Reason (R): Effective teaching requires Pedagogical Content Knowledge (PCK), which is the ability to translate subject expertise into forms that are accessible and understandable to learners.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

143. According to Shulman, PCK lies at the intersection of:
(A) Pedagogy and Psychology
(B) Curriculum and Assessment
(C) Administration and Teaching
(D) Content Knowledge and Pedagogical Knowledge

144. Which of the following is a key component of a teacher's PCK?
(A) Understanding the administrative history and organizational background of the educational institution
(B) Mastering institutional administrative regulations governing staff travel allowance reimbursement claims
(C) Identifying common misconceptions students hold regarding specific subject topics
(D) Maintaining the ability to mechanically recite an entire prescribed textbook directly from memory

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145. A mathematics teacher knows calculus perfectly (Content Knowledge) and knows general classroom management (Pedagogical Knowledge). What demonstrates their Pedagogical Content Knowledge (PCK)?
(A) Enforcing and maintaining complete silence across all student activities in the classroom setting
(B) Using effective analogies to make mathematical limits easily understandable to students
(C) Authoring and publishing advanced theoretical research papers in peer-reviewed mathematics journals
(D) Managing and allocating administrative funds budgeted for the school's extracurricular mathematics club

146. Why is PCK considered unique to the teaching profession?
(A) Because teaching is allegedly the exclusive professional field that systematically incorporates instructional technology
(B) Because educational practitioners represent the only professional group that regularly interacts with developing children
(C) Because acquiring this specific knowledge framework is strictly mandated by national educational legislation and governance
(D) Because teachers uniquely combine subject expertise with specialized knowledge of how to teach content effectively

147. A science teacher anticipates that students will confuse "mass" and "weight." She prepares a specific hands-on activity using a spring balance and a beam balance to clarify this. This preparation is a direct application of:
(A) Pedagogical Content Knowledge
(B) Technological Knowledge
(C) Administrative Knowledge
(D) General Pedagogical Knowledge

148. Consider the following domains of knowledge:
I. Knowledge of educational contexts
II. Knowledge of learners and their characteristics
III. Knowledge of educational ends, purposes, and values
IV. Knowledge of specific subject matter
According to Shulman, which of these form the broader knowledge base for teaching, out of which PCK emerges?
(A) I and IV only
(B) II, III and IV only
(C) I, II and IV only
(D) I, II, III and IV

149. PCK implies that the pedagogy for teaching History is:
(A) Distinct from teaching Mathematics due to unique subject logic and modes of inquiry.
(B) Identical in structure and method to the instructional pedagogy utilized when teaching Mathematics.
(C) Determined entirely by the age and developmental stage of students rather than academic subject matter.
(D) Rendered completely obsolete and irrelevant whenever educators employ digital technology tools in class.

150. A Principal notices a brilliant physicist struggling to teach 9th-grade physics. To help the teacher, the Principal should arrange mentoring focused on developing the teacher's:
(A) General intelligence
(B) Content knowledge
(C) Subject matter expertise
(D) Pedagogical Content Knowledge (PCK)

151. Pedagogy plays a crucial role in achieving educational objectives. Which taxonomy is most universally used by educators to align pedagogy with cognitive objectives?
(A) Maslow's Taxonomy
(B) Bloom's Taxonomy
(C) Vygotsky's Taxonomy
(D) Skinner's Taxonomy

152. Consider the following objectives:
I. Students will recall the dates of historical events.
II. Students will design a working model of a sustainable city.
III. Students will evaluate the impact of a recent environmental policy.
If a teacher relies solely on lecturing (didactic transmission), which objective(s) can reasonably be achieved?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II and III

153. To achieve objectives in the "Affective Domain" (such as developing empathy or adopting a value

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system), which pedagogical approach is most effective?
(A) Requiring mechanical rote memorization of written moral codes and ethical rules
(B) Administering timed multiple-choice testing instruments covering values
(C) Delivering traditional teacher-led lecture monologues focused on ethics and conduct
(D) Utilizing experiential learning, role-playing, and cooperative group work

154. If the educational objective is "to develop psychomotor skills," the most appropriate pedagogy must involve:
(A) Physical demonstration, guided practice, and hands-on activity
(B) Assigning extensive textbook reading assignments and text analysis
(C) Engaging in structured academic essay writing tasks
(D) Listening regularly to recorded educational lectures and podcasts

155. The alignment between the intended learning outcome, the teaching methods used, and the assessment is termed "Constructive Alignment." If the outcome is "Critical Thinking," but the pedagogy is "Dictation of notes," the alignment is:
(A) Strong, because comprehensive dictation provides students with all necessary factual knowledge
(B) Weak, because dictation does not engage or cultivate critical thinking skills
(C) Irrelevant, because learning outcomes and teaching methodology do not require systematic alignment
(D) Adequate, because passive note-taking suffices for foundational instruction at middle school levels

156. A teacher wants students to achieve the highest level of Bloom's Revised Taxonomy: "Creating." Which pedagogical strategy is best suited for this?
(A) Utilizing flashcards for rapid factual recall and memory drill
(B) Applying Project-Based Learning where students invent a local problem solution
(C) Completing standardized fill-in-the-blank skill worksheets individually
(D) Reading prescribed textbook chapters silently during dedicated class time

157. Modern educational policy frameworks emphasize that pedagogy must evolve to make education more:
(A) Experiential, holistic, integrated, inquiry-driven, and learner-centered
(B) Highly examination-centric, rigid, and intensely competitive
(C) Strictly compartmentalized into isolated arts and science streams
(D) Primarily reliant on passive learning and mechanical rote memorization

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158. A Principal implementing framework guidelines for the Foundational Stage (ages 3 to 8) must ensure which pedagogical approach?
(A) Formal teacher-led lecture-based instruction
(B) Rigid, strictly textbook-driven instructional practices
(C) Play-based, activity-based, and discovery-based learning
(D) Specialized early vocational and technical skills training

159. Modern educational policy frameworks advocate for "Art-Integrated" and "Sports-Integrated" education. In the context of the scope of pedagogy, these are cross-curricular pedagogical approaches designed to:
(A) Exclusively train elite professional artists, performers, and competitive athletic players
(B) Permanently replace foundational core academic subjects like Mathematics and Natural Sciences
(C) Significantly lower operational costs and reduce overall financial resource burdens on schools
(D) Joyfully foster holistic growth across cognitive, affective, and psychomotor domains

160. In modern pedagogical approaches, to bridge the gap between theoretical knowledge and practical application, pedagogy should heavily incorporate:
(A) Standardized testing
(B) Rote learning of formulas
(C) Competency-based and experiential learning
(D) Corporal punishment

161. A pedagogical shift away from traditional academic "silos" means pedagogy should be:
(A) Unidisciplinary
(B) Multidisciplinary and interdisciplinary
(C) Solely focused on STEM

(D) Focused only on vocational skills

162. For the middle stage of schooling (Grades 6–8), modern pedagogical frameworks recommend an approach that focuses on:
(A) Unstructured play-based learning models without formal subject orientation
(B) Intensive prep focused exclusively on high-stakes external board exams
(C) Didactic transmission centered on teacher lecturing and textbook readings
(D) Experiential learning within subjects and exploring interdisciplinary connections

163. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Modern educational policy mandates the integration of 21st-century skills into the pedagogy of all subjects.
Reason (R): 21st-century skills such as critical thinking, communication, and digital literacy are isolated subjects that must be taught in separate class periods.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

164. To align assessment with modern pedagogical principles, a school must shift from:
(A) Formative assessment to summative assessment
(B) Holistic progress cards to strict numerical grading
(C) Assessment of learning to assessment 'for' and 'as' learning
(D) Competency-based testing to rote-memory testing

165. An emerging trend in modern pedagogy focuses on the "4 Cs" of 21st-century learning. Which of the following is NOT one of the 4 Cs?
(A) Conformity
(B) Critical thinking
(C) Communication
(D) Creativity

166. "Design Thinking" is an emerging pedagogical framework in schools. What is its primary focus?
(A) Training students specifically in commercial graphic design software tools
(B) Planning and arranging aesthetically pleasing physical classroom layouts
(C) Constructing rigid daily academic schedules and administrative timetables
(D) Fostering a human-centered, iterative approach to problem-solving and innovation

167. Gamification in pedagogy refers to:
(A) Permitting students to play recreational commercial video games during scheduled study hours
(B) Applying game-design mechanics (points, badges) in learning contexts to boost engagement
(C) Integrating the historical evolution and rules of competitive athletic sports into curriculum
(D) Restricting instructional activities exclusively to outdoor physical education and gymnastics

168. "Microlearning" is an emerging pedagogical strategy that involves:
(A) Conducting scientific laboratory studies exclusively using optical microscopes
(B) Structurally reducing the total number of years required for formal schooling
(C) Delivering educational content in small, highly focused, bite-sized units
(D) Organizing instruction exclusively for micro-groups of two to three students

169. Which emerging pedagogical approach leverages brain science to suggest that physical movement enhances cognitive processing and learning?
(A) Sedentary learning
(B) Rote learning
(C) Visual learning
(D) Kinesthetic / Embodied learning

170. A Principal introduces a "Makerspace" in the school where students have access to tools, electronics, 3D printers, and craft supplies. This supports the emerging pedagogy of:
(A) Constructivism and Maker Education
(B) Behaviorism
(C) Direct Instruction
(D) Classical Conditioning

171. "Phenomenon-Based Learning" (PhBL), popularized by the Finnish education system and gaining global traction, involves:
(A) Delivering traditional academic subjects in rigid, complete disciplinary isolation from one another

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(B) Interdisciplinary study of real-world phenomena across multiple academic subjects
(C) Restricting scientific investigation exclusively to unverified paranormal or strange phenomena
(D) Relying exclusively on computer-generated virtual simulations for all learning activities

172. Social-Emotional Learning (SEL) is increasingly recognized as a core component of pedagogy. SEL focuses on developing all of the following EXCEPT:
(A) Self-awareness
(B) Rote memorization capacity
(C) Responsible decision making
(D) Relationship skills

173. In modern educational frameworks, the Foundational Stage (ages 3 to 8) requires which pedagogical approach?
(A) Flexible, multi-level, play/activity-based learning
(B) Abstract, theoretical, and formal academic instruction
(C) Highly structured and rigid textbook-driven learning
(D) Specialized vocational training and technical skill development

174. Consider the following pedagogical approaches:
I. Discovery-based learning
II. Interactive classroom learning
III. Introduction to lighter textbooks
In progressive educational frameworks, these approaches are specifically targeted at which stage of education?
(A) Foundational Stage (Ages 3-8)
(B) Preparatory Stage (Ages 8-11)
(C) Middle Stage (Ages 11-14)
(D) Secondary Stage (Ages 14-18)

175. For the secondary stage of schooling (Grades 9–12), a progressive pedagogical approach involves:
(A) Continuing early childhood play-based learning modalities into secondary grades
(B) Imposing strict streaming into rigid Arts, Science, and Commerce academic tracks
(C) Concentrating instruction solely on passing high-stakes standardized board exams
(D) Deepening critical thinking, addressing life aspirations, and expanding subject choices

176. Why is abstract and purely theoretical pedagogy considered inappropriate for the early years (Foundational Stage)?
(A) Neurological research indicates human brains do not develop theoretical capacity until late adolescence
(B) Instructors assigned to foundational early childhood stages generally lack advanced subject expertise
(C) Pre-operational children require concrete, sensory, and motor experiences to build understanding
(D) Educational surveys consistently show that parents overwhelmingly prefer play-based early learning

177. A pedagogy of "guided inquiry" is most developmentally appropriate to introduce robustly during which stage, as students begin to handle more complex, abstract concepts?
(A) Foundational Stage
(B) Middle Stage
(C) Preparatory Stage
(D) Pre-school Stage

178. The concept of "Andragogy" becomes increasingly relevant at which educational level?
(A) Foundational
(B) Preparatory
(C) Middle
(D) Senior Secondary and Higher Education

179. Vygotsky's principle of the "More Knowledgeable Other" (MKO) in pedagogy means that the MKO must always be the adult teacher.
(A) False; an MKO can be a peer or technology with higher task-specific ability.
(B) True; statutory educational principles state that only adult instructors possess knowledge.
(C) True; restricting the MKO role to adult teachers is essential for maintaining discipline.
(D) False; socio-cultural theory rejects all traditional models of knowledge transmission.

180. Differentiated pedagogy for a class with diverse age groups (e.g., in a multi-grade rural classroom) primarily requires the teacher to manage:
(A) A single lecture for all
(B) Strict punishment for slower learners
(C) Multiple tasks tailored to different developmental readiness levels simultaneously
(D) The financial accounts of the school

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181. In the context of pedagogical nature and scope, "Reflective Practice," as coined by Donald Schön, involves:
(A) Reflecting during and after teaching to continually evaluate and improve practice
(B) Installing reflective physical mirrors across classroom spaces to observe behavior
(C) Mechanically memorizing prescribed daily lesson plans before entering the class
(D) Uncritically copying and imitating the established instructional styles of senior teachers

182. A Principal receives complaints that a teacher is heavily biased against students from a specific community, consistently ignoring their raised hands. As an educational leader addressing the 'scope of pedagogy', the Principal should recognize this as a failure in:
(A) Didactic transposition
(B) Technological integration
(C) Content knowledge
(D) Culturally responsive and equitable pedagogy

183. Identify the incorrect pair of pedagogical approach and its core feature:
(A) Experiential Learning - Kolb's learning cycle (Do, Reflect, Think, Act)
(B) Flipped Classroom - Direct instruction occurs in class, application occurs as homework
(C) Cooperative Learning - Positive interdependence and individual accountability
(D) Inquiry-Based Learning - Formulating questions and investigating solutions

184. "Toy-based pedagogy" is highly recommended in modern early childhood educational frameworks. Its primary scope is to:
(A) Financially subsidize and promote local commercial toy manufacturing industries
(B) Permanently replace formal physical education and sports programs in schools
(C) Utilize toys joyfully as learning tools to foster cognitive and motor skills
(D) Keep students occupied so instructional staff can complete administrative paperwork

185. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Pedagogy is context-bound.
Reason (R): A teaching strategy that works brilliantly in an affluent urban school will automatically yield the exact same results in a marginalized rural school.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

186. The concept of "Pedagogy of Care," highlighted during educational disruptions like the COVID-19 pandemic, prioritizes:
(A) Emphasizing emotional well-being and relational trust as foundations for learning
(B) Prioritizing absolute academic rigor and high-stakes homework above all other factors
(C) Implementing frequent, intensive standardized testing across all grade levels
(D) Enforcing rigid, unyielding student attendance and tardiness tracking policies

187. Which of the following best differentiates a "Method" from a "Pedagogy"?
(A) A method represents underlying philosophy, whereas pedagogy refers to specific tools.
(B) A method is a specific procedure; pedagogy is the broader philosophical framework.
(C) Methods are designed for secondary instruction, while pedagogy applies to primary levels.
(D) No meaningful distinction exists; both terms remain fully interchangeable in practice.

188. Consider the following regarding the scope of pedagogy:
I. It includes the physical arrangement of the classroom.
II. It encompasses the tone of voice the teacher uses.
III. It involves the choice of assessment rubrics.
IV. It determines the statutory pay scales of teachers.
Which of the statements given above are correct?
(A) I, II and III only
(B) II, III and IV only
(C) I, III and IV only
(D) I, II, III and IV

189. In a competency-based pedagogy, the focus shifts from:
(A) Time served in the classroom to demonstrated mastery of skills
(B) Measuring educational outcomes to tracking

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institutional resource inputs
(C) Utilizing formative evaluation to relying on final summative evaluation
(D) Learner-centered approaches to teacher-centered instructional models

190. Which of the following is NOT an implication of applying constructivist pedagogy in a science classroom?
(A) Students perform experiments to discover principles themselves.
(B) Students work collaboratively to solve real-world scientific problems.
(C) The teacher dictates the universal laws of physics for students to memorize.
(D) The teacher asks open-ended questions to probe students' initial understanding.

191. "Dialogic Pedagogy," drawing from thinkers like Bakhtin and Freire, views meaning and knowledge as being created through:
(A) Individual silent reading of prescribed classroom texts
(B) Continuous, strict teacher dictation of factual lecture notes
(C) Isolated, solo computer-based repetitive drill exercises
(D) Extended conversation, debate, and multi-voiced interactions

192. A core challenge in defining the 'nature of pedagogy' is the tension between standardization and personalization. How should a modern Principal navigate this pedagogically?
(A) Mandate rigid, uniform standardization across all classrooms to enforce strict equality
(B) Implement unstructured personalization where students operate without guidance or goals
(C) Combine standardized learning competencies with flexible, personalized learning pathways
(D) Disregard pedagogical tensions entirely and focus exclusively on routine school administration

193. Case Scenario: A school has adopted a new, highly complex mathematics curriculum. However, student performance drops drastically. The Principal realizes the teachers are struggling to explain the new concepts, despite knowing the math themselves. To solve this, the Principal needs to organize training focused on:
(A) Systematically upgrading the teachers' basic subject matter knowledge in advanced mathematics
(B) Developing teachers' Pedagogical Content Knowledge (PCK) tailored to the new curriculum
(C) Procuring modern enterprise software to upgrade the school's financial accounting management
(D) Revising and strictly enforcing the student uniform policy to improve overall campus discipline

194. The philosophical branch of "Axiology" influences pedagogy by dictating:
(A) The nature of existence
(B) The rules of logical reasoning
(C) The statistical measurement of intelligence
(D) The values and ethics that should be promoted through teaching

195. Which of the following represents the most "Eclectic" pedagogical approach?
(A) Integratively selecting varied teaching strategies based on context and learner needs.
(B) Strictly enforcing behaviorist drill-and-practice techniques across all curriculum subjects.
(C) Exclusively applying child-centered Montessori instructional methods through Grade 12.
(D) Rejecting structured pedagogical frameworks and refusing to use formal teaching methods.

196. Consider the following educational paradigms:
I. Transmission
II. Transaction
III. Transformation
Which of these represents the highest ideal of Critical Pedagogy?
(A) I only
(B) II only
(C) III only
(D) I and II only

197. The concept of "Invisible Pedagogy," proposed by sociologist Basil Bernstein, is characterized by:
(A) Implicit framing where instructional pacing and rules are unstated by the teacher.
(B) Instructional delivery where classroom teachers teach from behind a physical screen.
(C) Rigid framing where the teacher maintains explicit authority over all learning aspects.

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(D) Experimental learning environments characterized by complete absence of a teacher in class.

198. In shaping pedagogy for the Preparatory Stage (Grades 3 to 5), modern educational guidelines state that the transition from play-based learning to formal classroom learning should be:
(A) Implementing a sudden and strict transition to formal academic classroom instruction
(B) Structuring classroom instruction to be completely devoid of play and physical activity
(C) Focusing daily learning entirely on computer-based digital learning platforms
(D) Transitioning gradually to reading and writing while maintaining discovery elements

199. Case Scenario: A teacher conducts a dedicated daily well-being period involving mindfulness, storytelling, and reflective discussions, rather than textbooks and exams. This broadens the scope of pedagogy primarily into the domain of:
(A) Vocational skills
(B) Socio-emotional and affective learning
(C) Hard scientific inquiry
(D) Didactic transmission

200. Ultimately, mastering the "meaning, nature, and scope of pedagogy" equips an educational leader (Principal) to do which of the following most effectively?
(A) Independently manage all institutional financial audits and accounting procedures without error
(B) Act as the certified legal representative and courtroom counsel for the school board
(C) Lead instructional vision, mentor staff, and align pedagogy with policy frameworks
(D) Architecturally design the physical structural layouts and facilities for new school buildings

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ANSWERS

1. (B) The method and practice of teaching, encompassing both theoretical concepts and practical strategies
Pedagogy encompasses the fundamental methods, strategies, and principles guiding educational practice. It integrates theoretical understanding of learning processes with practical instructional techniques to facilitate student development. Modern education views pedagogy as an evolving framework that combines cognitive insights, curricular design, structural organization, and reflective teaching practices to create effective, inclusive, and meaningful classroom learning environments.

2. (D) The application of evidence-based psychological principles and systematic instructional design
The scientific dimension of pedagogy relies on empirical research, systematic instructional design, and cognitive psychology principles. It emphasizes evidence-based strategies, diagnostic assessments, and structured methodologies to optimize learning outcomes. By applying validated scientific insights into how human minds acquire, process, store, and recall knowledge, educators systematically structure instructional environments to achieve consistent, measurable educational objectives.

3. (A) Both A and R are true and R is the correct explanation of A
Pedagogy functions as a dynamic discipline rather than a static set of rigid instructions. Educational environments continuously adapt to technological advancements, evolving societal needs, and fresh insights from cognitive and psychological research. Consequently, pedagogical strategies must remain flexible, allowing educators to modify teaching practices to effectively address emerging modern learning demands and diverse student requirements.

4. (C) Statutory auditing of school funds
Core pedagogical dimensions encompass instructional methods, learner characteristics, epistemological assumptions, and classroom interactions. While administrative tasks like financial auditing maintain institutional operations, they do not directly shape teaching methodologies or learning processes. Pedagogy specifically focuses on designing, implementing, and evaluating learning experiences, distinct from institutional legal compliance and financial resource auditing procedures.

5. (A) I and II only
Selection of appropriate learning materials and assessment of student understanding fall directly within the domain of pedagogy. These elements govern how instructional content is presented and how learning progress is evaluated. In contrast, maintaining structural school infrastructure represents an administrative operational responsibility, which lies outside the core pedagogical framework of instructional design and active classroom teaching.

6. (B) II and III only
Pedagogy addresses both what is taught and how instruction occurs, shaping dynamic interactions between teachers, learners, and educational environments. It operates as an ongoing cycle of planning, implementation, and reflective practice. Effective pedagogical frameworks require continuous assessment and refinement of teaching methodologies to support diverse learning styles and optimize overall instructional efficacy within classrooms.

7. (B) Reflective and adaptive practice
Modifying a lesson plan during instruction based on real-time student feedback demonstrates reflective and adaptive pedagogy. Dynamic classroom teaching requires ongoing situational awareness, enabling educators to adjust strategies when learners encounter difficulty. This flexibility ensures instruction remains aligned with student understanding, moving away from rigid curricular implementation toward responsive, learner-centered educational delivery.

8. (C) Determining the philosophical goals and values of educational practice
The normative dimension of pedagogy addresses the underlying ethical, philosophical, and moral aims of education. It establishes what educational

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practices ought to accomplish, defining core values, societal goals, and humanistic purposes. Unlike purely descriptive approaches, normative pedagogy guides educators in determining the moral intentions, holistic values, and overarching societal responsibilities embedded within instructional decision-making.

9. (D) Pedagogy as humanistic facilitation
Prioritizing holistic individual development over mere factual transmission reflects humanistic pedagogy. Humanistic facilitation views education as a process of nurturing cognitive, emotional, and social growth. Teachers serve as empathetic facilitators who support self-actualization, personal autonomy, and critical thinking, ensuring that classroom learning addresses the complete developmental needs of every student beyond standardized testing.

10. (A) Pedagogical content knowledge: Financial expenditure on instructional supplies
Pedagogical content knowledge refers to an educator's ability to transform complex subject matter into accessible instructional forms for learners. It integrates deep subject domain knowledge with effective teaching techniques. Defining it as financial expenditure on instructional supplies is incorrect, as material procurement represents an administrative budgetary function rather than a cognitive, pedagogical knowledge framework.

11. (B) Learning involves complex, unpredictable human interactions and contexts.
Pedagogy transcends mechanical techniques because learning occurs through nuanced, variable human interactions across diverse cultural and social contexts. Every classroom presents unique cognitive profiles, emotional needs, and developmental stages. Effective teaching requires professional judgment, empathy, and adaptive decision-making, which cannot be replaced by standardized scripts or purely mechanical instructional routines.

12. (B) A slave who accompanied a child to school and guided moral conduct
In ancient Greece, the term paidagogos referred to a trusted household slave tasked with escorting young boys to school, overseeing their daily behavior, and instilling moral conduct. Over centuries, this concept evolved into modern pedagogy, transitioning from physical supervision and character oversight to the comprehensive science and art of professional educational instruction.

13. (A) "Paidos" (child) + "agogos" (leader)
Etymologically, pedagogy derives from the Greek roots paidos, meaning child, and agogos, meaning leader or guide. Combined, the term literally translates to leading or guiding children. This etymological foundation underscores the core educational purpose of directing, nurturing, and facilitating the intellectual, social, and personal development of young learners in instructional settings.

14. (C) Johann Friedrich Herbart
Johann Friedrich Herbart transformed pedagogy into a systematic academic discipline grounded in psychology and philosophy during the nineteenth century. He established formal steps for lesson presentation, emphasizing structured instructional methodology. Herbart's work shifted educational thought from informal moral supervision to an empirical, highly organized science of teaching, profoundly influencing modern curriculum design and instruction.

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15. (A) I, II and III only
Pedagogical history reflects integration of psychological research, transition from rote memorization to experiential learning, and movement toward learner autonomy. Complete replacement of physical classrooms with virtual environments is a technological modality rather than a historical evolution in foundational pedagogical theory. Core theories continue to emphasize interactive human engagement, structured reflection, and adaptive learning strategies.

16. (C) Naturalistic and child-centered learning
Jean-Jacques Rousseau's seminal work Emile advocated for naturalistic, child-centered education aligned with organic developmental stages. Rousseau rejected rigid societal conditioning and rote memorization, emphasizing sensory experience, natural curiosity, and developmental readiness. His philosophy laid the historical foundation for progressive education, shifting pedagogical focus toward the intrinsic nature and autonomy of the learner.

17. (B) Late 19th and early 20th centuries
During the late nineteenth and early twentieth centuries, pedagogy underwent a major transformation by integrating empirical psychology and scientific observation. Researchers began studying cognitive processes, child development, and learning behaviors systematically. This historical transition established educational practice as an applied science, grounding teaching strategies in empirical research rather than purely abstract philosophical assumptions.

18. (D) John Dewey
John Dewey was a pivotal progressive educator whose pragmatic philosophy championed experiential learning and learning by doing. Dewey argued that education should reflect real-life experiences, fostering critical thinking, democratic participation, and problem-solving skills. His work fundamentally transformed pedagogical theory, shifting focus from passive information absorption to active, reflective engagement within collaborative classroom environments.

19. (A) Behaviorism to Constructivism
Transitioning from traditional teacher-led lecturing to collaborative group work illustrates the historical shift from behaviorist transmission models to constructivist paradigms. Behaviorism emphasizes teacher control and passive information reception, whereas constructivism views learners as active participants who construct knowledge through social interaction, problem-solving, and shared dialogue, reshaping modern classroom instructional dynamics.

20. (C) From multidisciplinary learning back to strict compartmentalization of subjects
Historical pedagogical evolution moves away from rigid subject compartmentalization toward multidisciplinary, integrated learning frameworks. Modern educational paradigms stress interconnected understanding, problem-based inquiry, and holistic development. Reverting to isolated subject silos contradicts the established trajectory of modern pedagogy, which emphasizes cross-curricular connections, critical thinking, and real-world applicability of knowledge.

21. (A) It reflects the ancient "paidagogos" role of moral and holistic child supervision.
The historical root of pedagogy traces back to the ancient Greek paidagogos, who was entrusted with guiding a child's moral, social, and physical development alongside formal schooling. Modern views that require educators to act as moral guides and social facilitators directly align with this foundational origin, emphasizing character formation alongside academic knowledge transmission.

22. (B) Traditional Transmission → Behaviorism → Constructivism
Educational theory historically progressed from traditional transmission models based on passive lectures to behaviorism focusing on stimulus-response conditioning. Subsequently, constructivism emerged, emphasizing active knowledge construction and social interaction. This chronological evolution reflects a growing understanding of cognitive development, moving pedagogical focus from teacher-directed instruction toward learner-centered, interactive, and reflective educational environments.

23. (B) An applied science and art drawing upon diverse foundational academic disciplines
Pedagogy is both an applied science and an art, integrating principles from psychology, sociology, and philosophy into practical instruction. As a science, it relies on evidence-based strategies and systematic assessment. As an art, it demands creative adaptation, interpersonal sensitivity, and intuitive judgment to engage diverse learners effectively within complex classroom settings.

24. (C) Numismatics
Psychology, sociology, and philosophy serve as foundational pillars of pedagogical theory, providing insights into cognitive processing, social dynamics, and educational goals. In contrast, numismatics is the specialized study of currency and coins. It bears no structural relevance to educational methodology, human learning processes, classroom management, or the theoretical principles governing pedagogical practice.

25. (A) Both A and R are true and R is the correct explanation of A
Pedagogy functions as an interdisciplinary field because effective teaching relies on insights from multiple academic domains. Understanding

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cognitive psychology illuminates how minds acquire knowledge, sociology addresses social contexts, and philosophy defines educational aims. Integrating these foundational disciplines allows educators to design comprehensive, ethically sound, and scientifically grounded teaching practices for diverse learning environments.

26. (A) Documenting and explaining how teaching practices occur within diverse educational contexts
The descriptive dimension of pedagogy focuses on observing, analyzing, and documenting actual classroom teaching practices and learning interactions as they naturally occur. Rather than dictating rules or imposing ethical guidelines, descriptive pedagogy seeks to understand classroom dynamics, instructional methods, and contextual factors through systematic empirical observation and qualitative educational research.

27. (B) It operates independently of the cultural context in which it is applied.
Pedagogy cannot operate independently of cultural context, as learning is inherently embedded in social and cultural environments. Effective instructional strategies must account for learners' backgrounds, societal values, and community norms. Claiming cultural independence contradicts fundamental pedagogical principles, which emphasize that contextual responsiveness is essential for meaningful comprehension and equitable educational outcomes.

28. (C) I and III only
Pedagogy is context-dependent and inherently interactive, relying on dynamic communication between teachers, learners, and educational environments. It cannot be entirely objective or value-neutral, as teaching choices naturally reflect specific philosophical goals, societal values, and ethical priorities. Effective pedagogical practice continuously adapts strategies to accommodate diverse socio-cultural settings and individual student needs.

29. (A) Socially and culturally situated
Adapting instructional strategies to match students' socioeconomic backgrounds highlights that pedagogy is socially and culturally situated. Learning experiences are deeply influenced by broader environmental contexts, family backgrounds, and community structures. Recognizing this situational nature allows educators to implement responsive, equitable teaching practices that meet the specific contextual needs of diverse learner populations.

30. (C) Critical paradigm
The critical paradigm views pedagogy as an ethical, political, and transformative endeavor rather than a mere set of technical instructional skills. It examines how power dynamics, societal inequalities, and institutional structures impact education. This approach encourages learners to critique social reality, question authority, and engage actively in democratic transformation and social justice.

31. (D) Systematically diagnose learning gaps and implement targeted instructional interventions
Describing pedagogy as a clinical practice highlights the teacher's role in diagnosing individual learning difficulties and applying targeted instructional treatments. Similar to clinical diagnostic reasoning, educators analyze student work, identify cognitive misconceptions, monitor progress, and modify instructional strategies continuously to ensure precise, individualized learning support and academic intervention.

32. (C) It encompasses curriculum development, teaching methodology, student evaluation, and the general learning environment.
The scope of pedagogy is comprehensive, extending far beyond basic classroom instruction. It encompasses curriculum planning, pedagogical strategy formulation, formative and summative evaluation, classroom environment management, and socio-emotional support. By addressing these interconnected domains, pedagogy ensures a complete instructional framework that supports student learning across all educational levels and institutional settings.

33. (B) Practical wisdom and situational judgment applied to complex teaching settings
In pedagogical discourse, phronesis refers to practical wisdom and ethical situational judgment. Teaching involves unpredictable classroom dynamics that rigid technical rules cannot address. Educators exercise phronesis when making immediate, reflective decisions tailored to complex learning situations, balancing instructional objectives, individual student

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needs, and ethical responsibilities during live classroom interactions.

34. (D) Unofficial, unwritten lessons, values, and socio-cultural perspectives absorbed during schooling
The hidden curriculum consists of unwritten norms, implicit values, social expectations, and cultural behaviors that students absorb through routine school participation. Unlike formal written syllabi, these implicit lessons are transmitted through school rules, teacher attitudes, and institutional culture, significantly shaping student social development, moral values, and ideological perspectives.

35. (A) Inclusive education and differentiated instruction
Modern pedagogical professional development emphasizes inclusive education and differentiated instruction to address diverse learning needs within classrooms. These contemporary strategies equip educators to adapt learning materials, instructional techniques, and assessment methods for students with varying cognitive abilities and socio-cultural backgrounds, promoting equitable learning opportunities and overall academic growth for every student.

36. (A) Both A and R are true and R is the correct explanation of A
Expanding the scope of pedagogy to include socio-emotional learning reflects modern educational objectives focused on holistic child development. Academic success depends significantly on emotional regulation, self-awareness, and interpersonal skills. Integrating socio-emotional learning equips students with critical life competencies, ensuring education prepares individuals for real-world challenges rather than solely standardized examinations.

37. (A) Initiating formal staff disciplinary proceedings under statutory civil service rules
Initiating administrative staff disciplinary proceedings falls under legal, human resources, and civil service administration rather than pedagogical practice. Pedagogy specifically concerns the theory, design, execution, and evaluation of teaching and learning processes. Formal administrative actions involving staff employment contracts lie strictly within legal and institutional management domains outside instructional pedagogy.

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38. (D) Instructional strategy reform
Directing teachers to adopt project-based learning to bridge the gap between theoretical knowledge and practical problem-solving represents instructional strategy reform. This pedagogical intervention alters teaching methods to cultivate higher-order cognitive skills, active inquiry, and real-world application, directly expanding the pedagogical framework beyond traditional lecture and written examination models.

39. (B) I, II and III only
Instructional design, classroom management, and learner assessment are central pillars within the scope of school pedagogy, directly impacting learning efficacy. In contrast, procuring office supplies represents an administrative logistical task. While necessary for general school operations, clerical procurement does not involve teaching methods, learning theories, or classroom instructional strategies.

40. (C) Intended learning outcomes, pedagogical practices, and assessment tasks
Constructive alignment requires systemic harmony between intended learning outcomes, instructional activities, and assessment methods. Developed by John Biggs, this principle ensures that teaching tasks directly support target competencies and that assessments accurately measure desired learning achievements. This structural alignment guarantees coherent educational design, maximizing learning retention and practical skill mastery.

41. (D) Integrating digital literacy, critical thinking, and global citizenship into contemporary education
The scope of twenty-first-century pedagogy has expanded beyond traditional subject instruction to encompass digital literacy, critical reasoning, and global citizenship. Modern education prepares learners for interconnected environments by prioritizing adaptable problem-solving skills, collaborative technology use, and socio-ethical awareness, equipping students to navigate rapidly changing global information landscapes and social dynamics.

42. (A) Individual differences in student readiness, interests, and learning profiles
Differentiated instruction within pedagogical scope addresses individual differences in student

readiness, personal interests, and learning profiles. Recognizing that learners process information differently, teachers modify instructional content, learning processes, and assessment products. This responsive approach maximizes academic growth, ensures classroom equity, and fosters meaningful engagement for every student across diverse learning environments.

43. (B) It enables educators to systematically investigate and refine their classroom practices.
Action research forms a crucial component of modern pedagogy by empowering teachers to systematically investigate and resolve specific classroom challenges. Through continuous inquiry, data collection, and reflective practice, educators evaluate instructional strategies and implement immediate refinements. This practitioner-led research cycle enhances teaching effectiveness, professional autonomy, and sustained instructional innovation in schools.

44. (B) P-1, Q-2, R-3
The epistemological domain of pedagogy addresses the nature and foundation of knowledge to be taught. The methodological domain focuses on specific instructional techniques and strategies used to facilitate learning. The evaluative domain deals with measuring and assessing student learning outcomes, ensuring precise structural alignment across knowledge conceptualization, pedagogical execution, and outcome measurement.

45. (A) Adult learners
Andragogy refers specifically to the art and science of facilitating learning for adults, distinguishing it from child-centered pedagogy. Adult learning theories emphasize self-directedness, practical real-world problem solving, immediate application of knowledge, and extensive reliance on prior life experiences, forming a foundational framework for adult education and professional development programs.

46. (C) Malcolm Knowles
Malcolm Knowles is widely recognized for popularizing and expanding the concept of andragogy in North America. He articulated core assumptions about adult learners, highlighting their self-directed nature, rich reservoir of experience, readiness to learn based on social roles, and orientation toward immediate, problem-centered application of acquired knowledge and skills.

47. (D) Learners bring prior life experience that serves as a rich learning resource.
A fundamental assumption of andragogy is that adult learners possess accumulated life and work experiences that serve as valuable resources for learning. Unlike young students who often rely heavily on instructor direction, adult learners connect new concepts to prior background knowledge, utilizing collaborative peer discussions and experiential activities to deepen understanding.

48. (A) Both A and R are true and R is the correct explanation of A
Traditional pedagogy views learners as dependent upon instructor guidance, whereas andragogy assumes learners are self-directed. This distinction stems from the fact that children typically lack the extensive, varied life experiences that adults utilize as a foundational context for self-directed learning, making structured instructional direction more necessary in younger developmental stages.

49. (B) Uses a pedagogical method for an andragogical audience
Delivering lecture-heavy, compliance-driven training to adult educators fails because it applies pedagogical techniques to an andragogical audience. Adult learners require self-directed, problem-centered, and participatory learning experiences that respect their background expertise. Applying rigid, directive methods to experienced professionals limits engagement and reduces the overall efficacy of professional development programs.

50. (A) I and II only
Pedagogy is historically content-driven, whereas andragogy focuses on real-life problem solving. Furthermore, readiness in pedagogy often aligns with biological age, whereas andragogical readiness relates to immediate societal or career demands. Crucially, andragogy rejects authoritarian facilitation, advocating instead for collaborative mentorship and facilitator-guided self-direction during instructional processes.

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51. (A) Intrinsic motivation is less effective than extrinsic motivation for adults
Malcolm Knowles asserted that adult learners are primarily driven by intrinsic motivators, such as self-esteem, personal growth, and job satisfaction, rather than extrinsic rewards. Claiming intrinsic motivation is less effective contradicts core andragogical principles, which establish internal desire, personal relevance, and self-directed goals as the main catalysts for adult learning.

52. (C) Transitioning from an information transmitter to a collaborative learning facilitator
Transitioning from traditional pedagogy to andragogy fundamentally changes the educator's role from an authoritative information transmitter to a collaborative learning facilitator. In adult learning contexts, facilitators guide discussion, support self-directed inquiry, and integrate learners' existing expertise, fostering a democratic educational environment where knowledge is shared and co-constructed through mutual interaction.

53. (A) Pedagogy to Andragogy
Granting senior secondary students autonomy to select real-world project topics reflects a transition from pedagogy to andragogy. As learners mature, incorporating self-directed learning, personal choice, and practical relevance helps bridge child-centered instruction and adult learning frameworks, enhancing student engagement, intrinsic motivation, and critical problem-solving capacity within high school settings.

54. (D) Pedagogy: Motivation is largely internal and problem-based.
In traditional pedagogical models, motivation in young children is primarily extrinsic, driven by external rewards, teacher approval, and grades. Asserting that pedagogy relies largely on internal, problem-based motivation is incorrect, as internal problem-centered drive is a defining characteristic of adult andragogy rather than early child-centered pedagogical frameworks.

55. (B) Self-determined learning
Heutagogy extends andragogy by focusing on self-determined learning, where learners direct their own learning journeys, determine learning needs, and evaluate progress independently. It emphasizes developing learner capability and autonomy, preparing individuals to navigate complex, novel environments through self-chosen learning pathways, continuous reflection, and meta-cognitive awareness.

56. (C) Curriculum is the "what" of teaching; pedagogy is the "how".
The fundamental distinction between curriculum and pedagogy centers on content versus implementation. Curriculum defines the "what"—the prescribed knowledge, learning standards, and subject matter to be taught. Pedagogy defines the "how"—the instructional strategies, teaching methods, and learning interactions used to deliver that content effectively to students.

57. (D) Curriculum; Pedagogy
Official framework guidelines outlining stage-specific learning standards represent the curriculum, setting the structural scope and knowledge content. Conversely, the specific lesson plans and instructional methods devised by teachers to help students achieve those standards represent pedagogy, demonstrating how theoretical educational goals are operationalized in daily classroom practice.

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58. (C) I, II and IV only
Pedagogy brings curriculum to life, and regressive teaching methods can undermine progressive curricular goals. Furthermore, changing curriculum standards necessitates adjustments in pedagogical strategies. Claiming curriculum and pedagogy are entirely independent is incorrect, as they form an interconnected educational system where content goals and delivery methods continually influence each other.

59. (B) Curriculum materials
Selecting textbooks to align instruction with a prescribed syllabus involves engaging with curriculum materials. These materials operationalize the formal curriculum guidelines into accessible educational content. While pedagogical decisions govern how these textbooks are taught, the books themselves function as primary curricular resources containing the subject matter to be mastered.

60. (B) Pedagogical Content Knowledge (PCK)
Pedagogical Content Knowledge, conceptualized by Lee Shulman, describes the dynamic blending of content expertise with pedagogical methodology.

It represents an educator's understanding of how specific subject matter should be organized, adapted, and represented to make it understandable for learners, demonstrating that content and teaching strategy are deeply interconnected.

61. (A) Intended curriculum and enacted pedagogy
A conflict arises between the intended curriculum and enacted pedagogy when progressive goals, such as democratic values, are taught using authoritarian, non-interactive teaching methods. Although the formal curriculum promotes open inquiry, the restrictive classroom pedagogy contradicts these aims, demonstrating a mismatch between theoretical educational intentions and live instructional practice.

62. (C) The actual pedagogical interactions occurring between teachers and students in class
The enacted curriculum refers to the actual, live instructional interactions and learning activities occurring between teachers and students in the classroom. Unlike written policy documents or prescribed textbooks, the enacted curriculum represents how educational content is operationalized, interpreted, and experienced during real-time teaching and learning processes.

63. (D) Curriculum; Pedagogy
A lesson plan containing only syllabus topics provides the curriculum—the subject content and academic goals—while omitting the pedagogy, which consists of the specific instructional strategies, activities, and resources used to teach that content. Effective educational planning requires both clear curricular targets and explicit pedagogical methods for delivery.

64. (C) Differentiated instruction
Modifying pedagogical methods to ensure curriculum accessibility for students with learning disabilities is known as differentiated instruction. This approach adjusts instructional delivery, learning activities, and assessment formats to fit individual cognitive needs without lowering learning standards, ensuring equitable educational access and meaningful participation for all learners.

65. (A) Both A and R are true and R is the correct explanation of A
A school can possess a learner-centered curriculum framework while classroom instruction remains teacher-centered. This discrepancy occurs because curriculum designers and practicing teachers may hold differing educational philosophies or face distinct resource constraints, leading to a gap between official policy goals and actual classroom instructional delivery methods.

66. (D) Both curriculum design and pedagogical practices
Shifting educational focus from rote memorization toward critical thinking necessitates simultaneous reforms in curriculum design and pedagogical practices. Modern curricula must prioritize analytical problem-solving competencies, while teaching methods must shift toward inquiry, dialogue, and reflective problem-solving, ensuring complete alignment between educational objectives and classroom instructional practices.

67. (A) Didactics focuses on subject matter transmission, whereas pedagogy encompasses overall child development.
Didactics primarily emphasizes the systematic structuring and transmission of specific subject knowledge. In contrast, pedagogy represents a broader educational domain that incorporates moral development, socio-emotional growth, relational dynamics, and overall child upbringing alongside academic instruction, reflecting a comprehensive approach to student learning and character formation.

68. (C) Teacher, Student, Content
The Didactic Triangle represents the fundamental instructional relationship between three core vertices: the teacher, the student, and the content. Educational analysis within this framework focuses on the interactions between teaching strategies, student cognitive engagement, and subject matter representation, forming the foundation of didactic research and classroom practice.

69. (A) Didactic
Focusing primarily on the logical sequencing and accurate transmission of complex subject content, while ignoring socio-emotional dynamics, exemplifies a didactic approach. Didactics centers on content transposition and instructional clarity, prioritizing academic subject structure and direct knowledge delivery over broader holistic or relational pedagogical dimensions.

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70. (D) The German/Continental tradition
The German and Continental educational traditions place strong emphasis on Bildung, which denotes holistic self-formation, moral cultivation, and individual personality development. This perspective elevates pedagogy beyond technical didactic instruction, viewing education as a deep, reflective process that integrates moral values, cultural literacy, and personal self-actualization.

71. (B) Didactics completely ignores the role of the teacher.
Stating that didactics completely ignores the teacher's role is incorrect, as didactics explicitly centers on how teachers structure, simplify, and present subject matter to learners. The teacher is a core vertex in the didactic triangle, responsible for mediating subject content and facilitating student understanding through deliberate instructional design.

72. (B) I and II only
Didactic transposition describes the essential process of converting complex academic knowledge into accessible, teachable classroom content. Educators perform this transposition by systematically simplifying, adapting, and structuring advanced discipline-specific concepts for student comprehension. This process represents a core instructional responsibility of teachers rather than a routine administrative task executed by institutional leaders.

73. (D) Subject-specific Didactics
Structuring specific mathematical concepts for age-appropriate comprehension addresses a problem of subject-specific didactics. Subject didactics focuses on the unique conceptual challenges of particular disciplines, analyzing how specific mathematical, scientific, or literary knowledge can be adapted and presented to facilitate cognitive understanding at different developmental stages.

74. (A) The teacher delivers complex scientific theories without structured simplification, leading to widespread confusion.
Delivering complex scientific theories without structured pedagogical simplification demonstrates a clear failure in didactics. Didactics requires transforming expert discipline knowledge into accessible learning materials. Failing to adapt and sequence challenging concepts leads to cognitive overload, preventing effective knowledge acquisition and highlighting a breakdown in instructional transposition.

75. (B) Developing the student's character, moral values, and civic responsibility
In contrast to narrow didactic transmission, a holistic pedagogical approach extends focus toward developing character, moral values, and civic responsibility. Pedagogy addresses the comprehensive human growth of learners, nurturing socio-emotional competence, ethical reasoning, and social participation alongside traditional academic mastery and cognitive skill development.

76. (B) Learning
John Amos Comenius introduced mathetics as the counterpart to didactics. While didactics is defined as the science and art of teaching, mathetics is the science of learning. Mathetics examines how learners actively process, internalize, and acquire knowledge, providing a foundational balance between instructional methods and learning mechanisms.

77. (A) John Amos Comenius
John Amos Comenius authored The Great Didactic in the seventeenth century, laying early foundations for modern instructional design and educational methodology. He advocated for universal education, sensory learning, and structured instructional sequencing, arguing that teaching must align with natural human development and proceed systematically from simple to complex concepts.

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78. (C) Political
Critical pedagogy posits that education is inherently political rather than neutral. Institutional curricula, instructional choices, and assessment frameworks reflect societal power dynamics and cultural values. Recognizing education's political nature empowers educators to address social inequities, foster critical consciousness, and transform schooling into a vehicle for social justice and liberation.

79. (D) Paulo Freire
Paulo Freire is universally acknowledged as the founding philosopher of critical pedagogy through his landmark work, Pedagogy of the Oppressed. Freire criticized traditional passive education models, advocating instead for problem-posing

dialogue, critical consciousness, and educational empowerment designed to help marginalized communities analyze and transform systemic social oppression and institutional inequality.

80. (C) Banking model of education
Paulo Freire criticized the traditional banking model of education, where teachers treat students as empty accounts into which knowledge is passively deposited. This restrictive approach discourages critical thinking, reinforces social hierarchies, and limits personal agency, replacing interactive dialogue with passive memorization and uncritical conformity to authority.

81. (B) Problem-posing education
Paulo Freire proposed problem-posing education as the liberating alternative to the passive banking model. In problem-posing frameworks, teachers and students collaboratively analyze real-world issues through open dialogue. This approach fosters critical thinking, active participation, and socio-political awareness, empowering learners to reflect on and transform their lived realities.

82. (D) Critical Pedagogy
Engaging students in analyzing local environmental issues and questioning policies represents a practical application of critical pedagogy. Rather than treating ecological facts as static textbook information, this approach encourages critical inquiry, social reflection, and community action, empowering learners to become active agents of environmental and social change.

83. (A) Developing critical awareness of social reality and the agency to transform it
Conscientization, a core concept in Freirean critical pedagogy, refers to developing critical consciousness regarding social, political, and economic contradictions. It empowers learners to perceive institutional injustices clearly and take purposeful action to transform their social reality, shifting education from passive compliance toward active emancipation and human liberation.

84. (C) Henry Giroux
Henry Giroux is a leading theorist in critical pedagogy who conceptualized teachers as transformative intellectuals. Giroux argues that educators must look beyond technical knowledge transmission, actively engaging in political and moral reflection to foster democratic values, empower disadvantaged students, and challenge oppressive institutional structures within education systems.

85. (A) It mandates strict compliance with a standardized curriculum.
Claiming critical pedagogy mandates strict compliance with standardized curricula is incorrect. Critical pedagogy explicitly rejects rigid, standardized curricula, arguing that uniform programs often reproduce dominant power structures. Instead, it advocates for flexible, contextually relevant, and problem-posing educational frameworks that reflect students' lived experiences and critical inquiries.

86. (D) Dialogical and co-intentional
In critical pedagogy, teacher-student relationships are dialogical and co-intentional. Rather than maintaining rigid classroom hierarchies, educators and learners jointly investigate knowledge and real-world issues. Both parties act as co-creators of meaning, engaging in mutual reflection and equal dialogue to construct deeper understanding and shared social awareness.

87. (A) Both A and R are true and R is the correct explanation of A
Critical pedagogy rejects the view that teachers are sole possessors of knowledge, positing that understanding is co-constructed through dialogue. By validating students' lived experiences as authentic sources of knowledge, this approach creates equitable learning environments where educators and students engage together in meaningful critical reflection and discovery.

88. (C) Whose knowledge is selected as official and included in the prescribed curriculum?
Michael Apple made substantial contributions to critical pedagogy by analyzing how curriculum selection reflects dominant social power dynamics. He raised the fundamental question of whose knowledge gets designated as official knowledge, highlighting how school curricula can reinforce class, racial, and cultural privileges unless critically examined and democratized.

89. (D) Utilize students' socio-cultural contexts to impart knowledge and foster empowerment
Culturally Responsive Pedagogy posits that effective teaching must integrate students' socio-cultural backgrounds into instructional practices.

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By leveraging learners' cultural references, lived experiences, and home languages, educators create meaningful learning environments that affirm student identities, elevate academic performance, and foster critical self-empowerment within diverse educational settings.

90. (A) Gloria Ladson-Billings
Gloria Ladson-Billings is renowned for developing the theory of Culturally Relevant Pedagogy. Her work established that effective instruction for culturally diverse students requires maintaining high academic expectations, supporting cultural competence, and developing critical socio-political consciousness, ensuring that educational environments validate and empower students from all backgrounds.

91. (B) Students must abandon native home languages for standard academic speech.
Culturally Relevant Pedagogy explicitly opposes requiring students to abandon their native home languages or cultural identities. Instead, it promotes cultural competence, urging schools to value, preserve, and systematically utilize students' diverse linguistic and cultural backgrounds as valuable assets that enrich academic learning, identity formation, and intellectual development.

92. (B) Funds of knowledge
Utilizing local folktales and regional idioms directly leverages students' funds of knowledge—the historically accumulated skills, cultural concepts, and practical understandings that households possess. Incorporating these rich cultural assets into classroom instruction successfully connects abstract concepts with students' familiar lived experiences, facilitating deeper engagement, mutual respect, and meaningful cognitive understanding.

93. (A) Equality provides uniform resources; equity distributes resources based on need to achieve equal outcomes.
In educational contexts, equality involves providing identical resources to all students regardless of background, whereas equity involves distributing resources according to individual student needs to ensure equal learning opportunities. Culturally responsive pedagogy prioritizes equity, recognizing that diverse learners require tailored support to overcome systemic barriers and achieve success.

94. (B) I and III only
Expressing understanding through cultural art and connecting math to community issues align with Culturally Responsive Pedagogy by valuing student heritage. Conversely, lowering academic expectations for marginalized students contradicts CRP principles, which strictly mandate holding high academic expectations for all learners while providing necessary instructional scaffolding.

95. (D) The deficit model
Attributing poor student academic performance primarily to home environments reflects the deficit model. This restrictive perspective views students' socio-cultural backgrounds as impediments rather than educational strengths. Culturally responsive pedagogy replaces deficit thinking with asset-based models, recognizing that every learner brings rich cultural experiences and valuable community knowledge to the classroom.

96. (C) Leveraging students' cultural backgrounds to enhance intellectual growth and academic achievement
Geneva Gay conceptualized cultural scaffolding as using students' cultural experiences and learning styles as instructional bridges to facilitate academic achievement. By integrating familiar cultural frameworks into daily classroom instruction, educators make complex concepts accessible, creating supportive learning environments that build upon students' prior knowledge and promote sustained intellectual growth.

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97. (B) Culturally responsive pedagogy
Organizing heritage events that integrate migrant students' history, geography, and mathematics into the school curriculum is a systemic application of culturally responsive pedagogy. This practice values cultural diversity, fosters inclusive learning environments, and connects formal academic subjects to the lived cultural experiences of a diverse student population.

98. (D) The emphasis on multilingualism and instructing in native languages
Emphasizing multilingualism and instructing in students' native languages directly aligns with culturally responsive pedagogy. Utilizing home languages validates student identity, enhances cognitive comprehension, and bridges home

and school environments effectively, leading to higher academic engagement, equity, and overall scholastic success across diverse student populations in contemporary schools.

99. (A) Critically examining one's own cultural biases, social privileges, and teaching assumptions
Critical self-reflection in culturally responsive teaching requires educators to systematically examine their personal cultural biases, privileges, and instructional assumptions. By recognizing how their personal backgrounds shape classroom expectations and interactions, teachers can proactively eliminate unconscious biases, adapt pedagogical practices, and build inclusive, highly equitable learning environments for all students.

100. (B) II, III and IV only
Digital pedagogy is not merely using technology tools in traditional settings; it fundamentally rethinks learning processes through digital technology. It emphasizes connectivity, networking, and digital literacy combined with pedagogical knowledge. Effective digital teaching requires educators to integrate modern technological tools purposefully to enhance student collaboration, inquiry, and active learning.

101. (A) Technological Pedagogical Content Knowledge
TPACK stands for Technological Pedagogical Content Knowledge. This framework identifies the essential knowledge structures teachers need to integrate technology effectively into instruction. It highlights the complex interactions between content expertise, pedagogical strategies, and technological tools, ensuring technology meaningfully supports subject-specific learning goals rather than serving as an isolated add-on.

102. (D) The integrated knowledge required to effectively embed technology into specific subject teaching
In the TPACK model developed by Mishra and Koehler, the intersection of technological, pedagogical, and content knowledge represents the specialized expertise required to integrate technology into subject teaching. This integrated knowledge enables teachers to select appropriate technological tools that align with specific pedagogical strategies and subject content goals.

103. (B) Connectivism
Connectivism, proposed by George Siemens, is a learning theory for the digital age. It posits that learning occurs by building connections across networked nodes of information, technology, and social channels. Connectivism emphasizes navigating, evaluating, and synthesizing digital resources, reflecting how modern technology shapes information acquisition and knowledge distribution.

104. (C) Students do homework in class and listen to lectures at home via video.
In a flipped classroom model, traditional instructional dynamics are inverted. Students review instructional lectures or digital content independently at home, reserving synchronous classroom time for collaborative problem solving, discussion, and hands-on application. This digital pedagogical approach maximizes teacher facilitation during active learning tasks and promotes student autonomy.

105. (A) Both A and R are true and R is the correct explanation of A
Digital pedagogy transitions teachers from authoritative information providers to learning facilitators. Because vast information is readily accessible online, educators no longer act as sole knowledge sources. Instead, their crucial role is guiding students to critically evaluate, synthesize, and apply digital information to foster deep comprehension and digital media literacy.

106. (A) Addressing technological inequities by adapting expectations and offering equalized support.
Addressing the digital divide pedagogically requires educational leaders to accommodate unequal technology access among students. Principals and teachers must provide flexible learning options, equitable resource allocation, and supportive scaffolding, ensuring that students lacking digital devices or reliable internet connectivity at home are not academically disadvantaged in digital learning activities.

107. (B) It eliminates the need for any face-to-face social interaction.
Blended learning combines online digital instruction with direct face-to-face classroom teaching. Claiming it eliminates face-to-face social interaction is incorrect, as blended learning

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relies on in-person collaboration to foster meaningful social interaction, group discussion, and practical application alongside the flexibility and personalized pacing provided by online learning management platforms.

108. (B) Substitution, Augmentation, Modification, Redefinition
The SAMR model evaluates technology integration across four progressive tiers: Substitution, Augmentation, Modification, and Redefinition. Developed by Ruben Puentedura, this framework helps educators analyze whether digital technology merely replaces traditional tools or fundamentally transforms instructional tasks to enable novel, higher-order learning experiences that were previously inconceivable in conventional classrooms.

109. (A) Substitution
Typing an essay on a word processor instead of writing with a pen represents the Substitution level in the SAMR model. Technology acts as a direct substitute for a traditional tool without any functional change in the task itself, maintaining the same core learning activity while utilizing a digital format.

110. (C) Redefinition
Connecting classrooms internationally in real time to collaborate on joint research represents the Redefinition level in the SAMR model. Technology allows for the creation of innovative learning tasks that were previously impossible without digital tools, fundamentally expanding educational possibilities and fostering global collaboration beyond traditional physical classroom boundaries.

111. (D) Psychology explains how learning occurs; pedagogy designs instruction based on those insights.
Educational psychology provides the empirical foundation explaining how humans acquire, retain, and recall information across developmental stages. Pedagogy utilizes these psychological insights to design effective instructional methods, assessment strategies, and learning environments. Psychology supplies the theoretical mechanisms of learning, while pedagogy applies that understanding directly to classroom practice.

112. (C) Learning is active cognitive construction via assimilation and accommodation processes
Jean Piaget's cognitive development theory profoundly influenced pedagogy by demonstrating that learners actively construct knowledge rather than passively receiving information. Through assimilation and accommodation, students continually adapt mental schemas to integrate new experiences. Consequently, Piagetian pedagogy emphasizes active discovery, hands-on exploration, and developmentally appropriate instructional materials across childhood stages.

113. (B) Zone of Proximal Development (ZPD)
Lev Vygotsky introduced the Zone of Proximal Development, defining the gap between what a learner can accomplish independently and what they can achieve with guidance. This crucial concept underpins instructional scaffolding and collaborative learning, where educators and peers provide temporary support to help students master challenging tasks and build autonomy.

114. (D) Behaviorism
Relying on repetition, drill, structured practice, and token economies aligns directly with behaviorist psychology. Behaviorism views learning as observable behavior change achieved through stimulus-response associations and systematic reinforcement. In teaching, behaviorist techniques use immediate feedback and reward systems to establish desired habits, correct errors, and reinforce specific learning outcomes.

115. (A) Promoting learner autonomy, self-actualization, and emotional growth
Humanistic psychology, pioneered by Rogers and Maslow, focuses on individual agency, emotional well-being, and self-actualization. A humanistic pedagogy prioritizes learner autonomy, positive self-concept, and empathetic teacher-student relationships. It creates supportive classroom environments where personal student interests and socio-emotional growth are systematically nurtured alongside intellectual and academic development.

116. (D) I, II and III
Behaviorism supports programmed instruction through behavioral reinforcement. Cognitivism emphasizes information processing via concept mapping and schema organizing. Constructivism promotes active knowledge building through

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problem-based inquiry. All three pairings correctly align psychological learning theories with their direct pedagogical applications, clearly illustrating how psychological research directly informs classroom instructional design.

117. (A) It promotes differentiated instruction by offering multiple learning pathways for diverse intelligences.
Howard Gardner's theory of Multiple Intelligences reshaped pedagogy by proposing that intelligence comprises distinct modalities, including spatial, musical, and interpersonal dimensions. This theory encourages educators to implement differentiated instruction, providing diverse learning pathways and varied assessment options that accommodate students' unique cognitive profiles and natural strengths in school settings.

118. (D) Offering temporary, tailored support to help master a task, gradually removing it as competence grows
Instructional scaffolding involves providing temporary, targeted support to help learners master complex concepts within their Zone of Proximal Development. As student competence and independence increase, the educator systematically fades this assistance. This pedagogical technique enables learners to accomplish challenging tasks while developing self-regulation, cognitive confidence, and independent problem-solving skills.

119. (B) Students learn effectively by observing and modeling behaviors of teachers and peers.
Albert Bandura's Social Learning Theory emphasizes that observational learning, modeling, and vicarious reinforcement drive human behavior acquisition. Pedagogically, this indicates that students absorb attitudes, social behaviors, and problem-solving approaches by observing teachers and peers, highlighting the profound importance of positive teacher modeling and collaborative learning environments in schools.

120. (C) Schema theory (Cognitive structures)
Schema theory posits that knowledge is organized in cognitive structures called schemas. Activating students' prior knowledge before introducing new content helps learners anchor fresh concepts to existing schemas. This cognitive bridge enhances comprehension, facilitates meaningful learning, and aids long-term memory retention by integrating new information into established mental frameworks effectively.

121. (D) The foundational aims, core values, and purpose of education
While psychology explains the mechanisms of how learning occurs, educational philosophy addresses the normative questions of why and what to teach. Philosophy provides pedagogy with underlying purpose, ethical frameworks, and educational aims, guiding curriculum decisions, moral values, and societal goals embedded within classroom instructional practice and institutional leadership.

122. (A) Perennialism
Perennialism posits that education should focus on everlasting, universal truths and enduring human ideas. Advocates emphasize studying classical literature, history, and foundational texts to cultivate intellectual reasoning. This conservative educational philosophy maintains that core knowledge remains constant across generations, prioritizing structured academic rigor over modern vocational trends and social shifts.

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123. (B) Pragmatism (John Dewey)
Pragmatism, heavily influenced by John Dewey, advocates for learning by doing, practical experimentation, and problem solving. It views education as an interactive process where knowledge is validated through real-world application. Pragmatic pedagogy incorporates project work, democratic participation, and reflective inquiry, making classroom learning continuous with life experience and growth.

124. (B) Granting students autonomy to make choices and take responsibility for shaping their own meaning
Existentialist educational philosophy emphasizes individual freedom, personal choice, and subjective meaning-making. In pedagogy, existentialism requires providing students with autonomy to explore individual interests, construct self-identity, and accept responsibility for their choices. Educators serve as supportive mentors, encouraging personal authenticity, critical self-examination, and self-directed moral responsibility within classrooms.

125. (A) Idealism
Idealism asserts that reality is fundamentally mental and spiritual, prioritizing ideas, universal values, and intellectual growth. Idealist pedagogy emphasizes developing the mind, moral character, and critical reasoning through methods like Socratic dialogue and studying classic humanities, aiming to align student thinking with higher ethical and conceptual truths in education.

126. (C) Aligns with natural developmental stages using nature as the primary teacher
Educational Naturalism, associated with Jean-Jacques Rousseau, advocates for learning aligned with natural human development and sensory experiences. Naturalist pedagogy rejects artificial social constraints and premature formal drilling, positioning nature as the primary teacher and emphasizing spontaneous exploration, physical activity, and child-led discovery during early developmental childhood stages.

127. (D) Essentialism
Essentialism focuses on transmitting essential academic skills, core subject knowledge, and disciplined conduct. Essentialist pedagogy relies on structured teacher-directed instruction, rigorous academic standards, and traditional foundational subjects like reading, writing, and mathematics, ensuring students master essential cultural and academic competencies necessary for functioning successfully in society.

128. (A) Both A and R are true and R is the correct explanation of A
Pedagogical choices inevitably reflect underlying philosophical beliefs about knowledge and social values. Choosing between formal lectures and interactive debates explicitly signals whether knowledge is viewed as authoritative transmission or democratic co-construction. Teaching methods naturally embody philosophical commitments, shaping how students perceive authority, knowledge validation, and social participation within classrooms.

129. (B) Address social injustices and actively transform society into an equitable community
Social Reconstructionism posits that schools should serve as primary agents for social reform and political transformation. Reconstructionist pedagogy encourages students to analyze social inequities, critique systemic prejudice, and participate in community action, aiming to reshape society into a more democratic, highly just, and equitable community through critical educational engagement.

130. (D) The nature, origin, and limits of knowledge, guiding instructional practices
Epistemology, the philosophical study of knowledge, directly influences pedagogy by examining how knowledge is defined, acquired, and validated. An educator's epistemological assumptions dictate whether teaching is designed as direct transmission of objective facts or as active constructivist investigation, shaping classroom instructional strategies, assessment forms, and learning tasks in schools.

131. (A) Passive recipient of information
In traditional teacher-centered pedagogical models, the primary role of the student is that of a passive recipient of information. The teacher acts as the sole authoritative source of knowledge, while students listen, take notes, and memorize facts, limiting active inquiry, peer interaction, and independent knowledge construction during class.

132. (C) Active participation, collaboration, and self-regulation by students
A defining hallmark of learner-centered pedagogy is prioritizing student engagement, collaborative problem solving, and self-regulated learning. Rather than passively absorbing information, students actively investigate concepts, interact with peers, and reflect on their understanding, while the teacher facilitates and scaffolds the learning process to build autonomy and critical thinking.

133. (A) "Teaching" to "Learning"
Transitioning from teacher-centered to learner-centered pedagogy marks a fundamental paradigm shift from a focus on teaching to a focus on learning. Instead of prioritizing teacher actions and content coverage, emphasis centers on how students actively construct meaning, process concepts, and demonstrate mastery, transforming classroom environments into responsive learning communities.

134. (D) Direct Instruction/Lecture
Direct instruction and traditional lecturing represent classic teacher-centered pedagogical strategies. In these approaches, the teacher

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maintains full control over content delivery, instructional pacing, and classroom structure, presenting information directly to students through structured lectures, demonstrations, and explicit explanations rather than student-led inquiry or collaborative problem-solving activities.

135. (B) Teacher-centered and transmission-oriented
A classroom where the teacher dominates discussion time, students take continuous notes, and interaction flows strictly from instructor to student characterizes a teacher-centered, transmission-oriented pedagogy. This approach emphasizes passive information reception, rigid hierarchy, and direct instruction, leaving minimal opportunity for student-driven dialogue, collaborative inquiry, or reflective interaction in class.

136. (C) A supportive facilitator guiding dynamic learning experiences
In learner-centered pedagogy, the teacher's role transitions from an authoritative knowledge transmitter to a supportive facilitator. The educator designs engaging learning environments, poses stimulating questions, scaffolds understanding, and provides feedback, guiding students as they actively construct knowledge, collaborate with peers, and take full ownership of their learning process.

137. (D) A continuous formative process integrated into daily learning activities and reflection
Learner-centered pedagogy views assessment as a continuous, formative process integrated directly into daily instruction. Rather than relying solely on high-stakes summative exams for ranking, assessment serves to inform teaching, provide actionable feedback, encourage self-reflection, and guide students toward mastering competencies through ongoing monitoring and supportive instructional feedback mechanisms.

138. (B) I and II only
Involving students in establishing rules and implementing differentiated instruction align with learner-centered pedagogy by honoring student agency and catering to individual needs. In contrast, maintaining a rigidly fixed curriculum regardless of student interest reflects a teacher-centered approach that ignores learner voice, flexibility, and contextual responsiveness in classroom instruction.

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139. (B) It fails to foster student critical thinking, creativity, and intrinsic motivation.
A primary criticism of strictly teacher-centered pedagogy is its tendency to limit critical thinking, creative problem solving, and intrinsic motivation. By positioning students as passive consumers of information, reliance on direct transmission restricts independent inquiry, analytical reasoning, and meaningful cognitive engagement required for higher-order learning in modern classrooms.

140. (B) Rapidly introducing foundational facts or step-by-step procedures
Teacher-centered direct instruction remains highly effective for delivering explicit explanations, establishing foundational factual knowledge, and teaching step-by-step procedural skills. When introducing complex new topics or essential safety guidelines, structured direct teaching provides clarity, minimizes cognitive overload, and ensures all learners acquire accurate core information before engaging in independent application.

141. (A) Lee Shulman
Lee Shulman conceptualized Pedagogical Content Knowledge in 1986, revolutionizing teacher education frameworks. Shulman identified PCK as a unique form of professional expertise that integrates subject matter knowledge with pedagogical techniques, explaining how teachers transform domain content into accessible, highly teachable representations tailored to diverse student learning needs.

142. (A) Both A and R are true and R is the correct explanation of A
Mastery of subject matter does not automatically guarantee teaching effectiveness. Effective instruction requires Pedagogical Content Knowledge, which enables educators to translate complex disciplinary concepts into understandable analogies, clear explanations, and engaging learning activities, bridging the gap between deep subject expertise and student cognitive comprehension in classrooms.

143. (D) Content Knowledge and Pedagogical Knowledge
According to Lee Shulman, Pedagogical Content Knowledge exists at the intersection of Content Knowledge and Pedagogical Knowledge. PCK represents the specialized knowledge teachers use

to make specific subject matter comprehensible to others, blending deep topic mastery with effective instructional strategies, representations, and awareness of learner preconceptions in classrooms.

144. (C) Identifying common misconceptions students hold regarding specific subject topics
Identifying common student misconceptions within a specific topic is a core component of Pedagogical Content Knowledge. Understanding where learners typically experience cognitive confusion allows teachers to design targeted explanations, diagnostic tasks, and counter-examples that proactively clarify difficult concepts and guide students toward accurate subject understanding in classrooms.

145. (B) Using effective analogies to make mathematical limits easily understandable to students
Using appropriate analogies to make abstract mathematical concepts clear directly demonstrates Pedagogical Content Knowledge. PCK involves selecting effective representations, analogies, and illustrations that bridge complex subject matter and student understanding, showing how content mastery and pedagogical technique combine seamlessly to facilitate meaningful cognitive learning in classrooms.

146. (D) Because teachers uniquely combine subject expertise with specialized knowledge of how to teach content effectively
PCK is unique to the teaching profession because it distinguishes professional educators from subject specialists. While scientists or historians possess deep content knowledge, teachers uniquely integrate that expertise with pedagogical insight, understanding how to adapt, reframe, and communicate complex subject concepts so diverse learners can successfully understand them.

147. (A) Pedagogical Content Knowledge
Anticipating student confusion between mass and weight and designing a targeted hands-on activity using balances directly applies Pedagogical Content Knowledge. The teacher combines subject mastery with knowledge of student learning obstacles, creating a specific instructional strategy to resolve conceptual misconceptions and promote accurate scientific understanding in class.

148. (D) I, II, III and IV
Shulman's knowledge base for teaching encompasses knowledge of educational contexts, learner characteristics, educational ends and values, and subject content. PCK emerges from the integration of these broader domains, allowing educators to align instructional goals, student needs, and subject expertise into coherent, highly effective classroom teaching practices.

149. (A) Distinct from teaching Mathematics due to unique subject logic and modes of inquiry.
PCK implies that the pedagogy for teaching History differs fundamentally from teaching Mathematics. Each discipline possesses distinct epistemological structures, inquiry methods, and conceptual challenges. Effective instruction requires subject-specific pedagogical strategies tailored to the unique logic, evidence evaluation, and reasoning styles characteristic of that specific subject domain in education.

150. (D) Pedagogical Content Knowledge (PCK)
A subject expert who struggles to instruct high school students requires professional mentoring in Pedagogical Content Knowledge. While possessing strong domain content knowledge, the teacher needs guidance on transforming complex concepts into accessible representations, managing learning pace, and utilizing strategies that address adolescent cognitive development effectively.

151. (B) Bloom's Taxonomy
Bloom's Taxonomy is universally utilized by educators to categorize cognitive educational objectives across hierarchical levels, ranging from basic recall to evaluation and creation. It provides a structured framework for designing instruction, formulating learning objectives, and developing assessment tasks aligned with specific levels of cognitive complexity in schools.

152. (A) I only
Traditional didactic lecturing primarily supports lower-order cognitive objectives like recalling historical dates. Passive listening allows for factual information transmission, but higher-order goals—such as designing models or evaluating complex policies—require active, inquiry-based, and experiential pedagogical strategies where students apply, analyze, and synthesize knowledge actively during instruction.

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153. (D) Utilizing experiential learning, role-playing, and cooperative group work
Achieving objectives in the affective domain—such as empathy, attitude formation, and ethical values—requires experiential learning, role-playing, and cooperative discussion. These interactive strategies encourage emotional reflection, perspective-taking, and value internalization, which cannot be achieved through passive lecture transmission or simple memorization of rules in classrooms.

154. (A) Physical demonstration, guided practice, and hands-on activity
Developing psychomotor skills demands pedagogical strategies centered on physical demonstration, guided practice, and hands-on manipulation. Motor skills, spatial coordination, and technical dexterity are acquired through physical repetition, immediate feedback, and active muscle execution rather than passive observation or reading textbook explanations in educational settings.

155. (B) Weak, because dictation does not engage or cultivate critical thinking skills
Constructive alignment is weak when the target outcome is critical thinking but the pedagogy relies on dictating notes. Passive note-taking encourages mechanical memorization rather than analytical reasoning. To achieve constructive alignment, teaching methods and assessments must actively engage students in analysis, evaluation, and independent problem solving in class.

156. (B) Applying Project-Based Learning where students invent a local problem solution
Project-Based Learning where students construct solutions to local problems directly supports the highest Bloom's cognitive level, Creating. This level requires synthesizing information, planning novel approaches, and producing original products. Project-based pedagogy provides open-ended opportunities for students to apply knowledge creatively and build functional real-world solutions.

157. (A) Experiential, holistic, integrated, inquiry-driven, and learner-centered
Modern educational policies mandate transforming pedagogy to be experiential, holistic, integrated, inquiry-driven, and learner-centered. This shift replaces rote learning with active investigation, interdisciplinary connections, and reflective practices, ensuring that education fosters critical thinking, problem-solving capabilities, and well-rounded cognitive and socio-emotional development across all grade levels in schools.

158. (C) Play-based, activity-based, and discovery-based learning
For the Foundational Stage of education, guidelines mandate play-based, activity-based, and discovery-driven pedagogy. Young children build cognitive schemas through concrete sensory experiences, motor activities, and social play. Formal lecturing or rigid textbook drilling at this stage hinders natural cognitive growth and fails to support early developmental milestones effectively.

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159. (D) Joyfully foster holistic growth across cognitive, affective, and psychomotor domains
Art-integrated and sports-integrated pedagogies serve as cross-curricular strategies designed to foster joyful, holistic student growth across cognitive, affective, and psychomotor domains. Integrating creative arts and physical activities into academic subjects enhances emotional engagement, deepens conceptual understanding, and develops physical health, teamwork, and creative problem solving in schools.

160. (C) Competency-based and experiential learning
Bridging theoretical knowledge and practical application requires incorporating competency-based and experiential learning. These pedagogical frameworks emphasize real-world problem solving, hands-on application, and mastery of actionable skills, ensuring students apply academic concepts in practical settings rather than passively memorizing abstract theories for traditional examinations in educational institutions.

161. (B) Multidisciplinary and interdisciplinary
Shifting away from isolated academic silos requires adopting multidisciplinary and interdisciplinary pedagogical approaches. Connecting concepts across science, humanities, and mathematics helps students perceive real-world complexities, encouraging holistic critical thinking and versatile problem-solving skills that transcend narrow disciplinary boundaries in modern educational frameworks.

162. (D) Experiential learning within subjects and exploring interdisciplinary connections
For middle stage students, modern pedagogical frameworks recommend experiential learning integrated with interdisciplinary exploration. As learners transition from concrete operational thinking to abstract reasoning, engaging in hands-on experiments, group inquiry, and cross-subject connections deepens conceptual mastery and sustains intellectual curiosity across core academic disciplines in schools.

163. (C) A is true but R is false
Modern policy mandates integrating twenty-first-century skills across all subject pedagogies rather than teaching them in isolated classes. Skills like critical thinking, communication, and digital literacy are transversal competencies that must be embedded continuously within daily subject instruction, enhancing overall learning efficacy and practical cognitive application in classrooms.

164. (C) Assessment of learning to assessment 'for' and 'as' learning
Aligning assessment with modern pedagogical principles requires shifting from passive assessment of learning to assessment for and as learning. Formative assessments provide continuous feedback to guide instruction, while assessment as learning engages students in self-monitoring and metacognitive reflection, transforming evaluation into an active learning process in schools.

165. (A) Conformity
The 4 Cs of 21st-century learning comprise Critical Thinking, Communication, Collaboration, and Creativity. Conformity is not one of these core competencies. Modern pedagogy emphasizes divergent thinking, innovation, and self-expression, actively rejecting rigid conformity in favor of adaptable problem-solving and collaborative inquiry across contemporary learning environments.

166. (D) Fostering a human-centered, iterative approach to problem-solving and innovation
Design Thinking in pedagogy provides a human-centered, iterative framework for problem solving. It guides students through empathizing, defining problems, ideating, prototyping, and testing solutions. This methodology fosters empathy, creative confidence, and practical innovation, equipping learners to address complex, real-world challenges through collaborative experimentation in educational settings.

167. (B) Applying game-design mechanics (points, badges) in learning contexts to boost engagement
Gamification in pedagogy involves applying game-design elements—such as points, badges, leaderboards, and interactive challenges—to non-game educational contexts. This approach boosts student motivation, engagement, and persistence, turning learning tasks into rewarding, interactive experiences that provide immediate feedback and foster healthy academic competition in modern classrooms.

168. (C) Delivering educational content in small, highly focused, bite-sized units
Microlearning is a pedagogical strategy that delivers educational content in small, highly focused, bite-sized units. By breaking complex topics into short modules, microlearning reduces cognitive load, improves information retention, and provides flexible, just-in-time learning opportunities suitable for modern digital environments and busy schedules in education.

169. (D) Kinesthetic / Embodied learning
Kinesthetic and embodied learning leverages brain science showing that physical movement enhances cognitive processing. Incorporating bodily movement, tactile manipulation, and physical activity into instruction activates multiple brain areas, enhancing spatial memory, conceptual engagement, and focus, particularly for active learners who benefit from physical interaction during learning processes.

170. (A) Constructivism and Maker Education
Establishing a Makerspace aligns directly with constructivism and Maker Education principles. Giving students access to tools, electronics, and craft materials encourages self-directed creation, hands-on problem solving, and collaborative design. Learners construct knowledge through tangible creation, transforming abstract STEM concepts into functional real-world inventions within school environments.

171. (B) Interdisciplinary study of real-world phenomena across multiple academic subjects
Phenomenon-Based Learning involves studying real-world phenomena across multiple academic disciplines rather than through isolated subjects.

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Students investigate complex themes—such as climate change or urbanization—by integrating science, mathematics, geography, and social studies, fostering holistic critical inquiry, practical problem solving, and interdisciplinary understanding in contemporary classrooms.

172. (B) Rote memorization capacity
Social-Emotional Learning focuses on cultivating self-awareness, emotional regulation, responsible decision-making, and interpersonal relationship skills. Rote memorization is an isolated cognitive skill unrelated to SEL. Effective SEL integration creates empathetic, supportive school environments, promoting mental health, positive behavior, and effective social interaction among students across all stages.

173. (A) Flexible, multi-level, play/activity-based learning
Modern educational frameworks specify flexible, multi-level, play- and activity-based learning for the Foundational Stage. Early childhood pedagogy must prioritize sensory exploration, language development, motor coordination, and social interaction, avoiding rigid academic testing or formal lecturing to support natural psychological and physical growth in young children effectively.

174. (B) Preparatory Stage (Ages 8-11)
Discovery-based learning, interactive classroom activities, and lighter textbooks are tailored for the Preparatory Stage. As children transition from play-based early childhood education toward structured academic subjects, this pedagogical approach introduces formal reading, writing, and arithmetic while maintaining playful discovery and creative engagement in school environments.

175. (D) Deepening critical thinking, addressing life aspirations, and expanding subject choices
Secondary stage pedagogy focuses on deepening critical thinking, expanding subject choices, and preparing students for higher education and career aspirations. Instruction moves toward advanced analytical reasoning, self-directed research, and flexible subject combinations, enabling students to explore personal interests while developing higher-order academic and vocational competencies in school.

176. (C) Pre-operational children require concrete, sensory, and motor experiences to build understanding
Abstract theoretical pedagogy is inappropriate for young children because pre-operational learners require concrete, sensory, and hands-on motor experiences to construct mental schemas. According to developmental psychology, young children process ideas through direct physical interactions, making abstract lectures ineffective for early cognitive and conceptual development in foundational education.

177. (B) Middle Stage
Guided inquiry pedagogy is developmentally appropriate for the Middle Stage, as students transition into formal operational thought. Learners at this stage can handle abstract concepts, test hypotheses, and analyze relationships. Guided inquiry fosters critical reasoning by engaging students in structured scientific, mathematical, and social investigation across classroom subjects.

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178. (D) Senior Secondary and Higher Education
Andragogical principles become increasingly relevant in Senior Secondary and Higher Education as learners mature, developing greater self-direction and career focus. Older students benefit from self-determined project work, practical problem solving, and autonomous learning choices, bridging adolescent pedagogical frameworks and adult self-directed learning models in educational institutions.

179. (A) False; an MKO can be a peer or technology with higher task-specific ability.
In Vygotsky's socio-cultural theory, a More Knowledgeable Other does not have to be an adult teacher. An MKO can be a peer, a younger individual, or an educational software program possessing higher task-specific ability, providing scaffolding within the Zone of Proximal Development to advance learning effectively in classrooms.

180. (C) Multiple tasks tailored to different developmental readiness levels simultaneously
Managing a multi-grade classroom requires differentiated pedagogy, where the teacher coordinates multiple tasks tailored to varying developmental readiness levels simultaneously. Rather than delivering a single uniform lecture, the educator designs multi-tiered activities, peer

tutoring, and self-directed group work to ensure meaningful, age-appropriate learning for all students in school.

181. (A) Reflecting during and after teaching to continually evaluate and improve practice
Reflective Practice, conceptualized by Donald Schön, involves continuous reflection-in-action and reflection-on-action. Educators examine classroom interactions, instructional outcomes, and teaching decisions both during and after instruction. This ongoing critical reflection enables teachers to adapt strategies, resolve teaching challenges, and continuously refine their pedagogical expertise in school environments.

182. (D) Culturally responsive and equitable pedagogy
Ignoring specific student groups based on community background demonstrates a severe failure in culturally responsive and equitable pedagogy. Effective educational leaders must ensure that pedagogical practices promote inclusivity, fairness, and equal participation, actively eliminating teacher bias and building supportive classroom environments where every student feels valued and respected.

183. (B) Flipped Classroom - Direct instruction occurs in class, application occurs as homework
Pairing Flipped Classroom with in-class direct instruction and homework application is incorrect. In a flipped classroom, direct instruction occurs at home via digital materials, while class time is dedicated to collaborative problem solving, discussion, and practical application, maximizing active teacher facilitation during application tasks in modern educational settings.

184. (C) Utilize toys joyfully as learning tools to foster cognitive and motor skills
Toy-based pedagogy uses traditional and modern toys as engaging learning tools to foster cognitive, psychomotor, and socio-emotional development. Integrating play objects into instruction makes learning joyful, enhances spatial reasoning, encourages problem solving, and connects abstract curricular concepts with tangible physical exploration during early childhood education in schools.

185. (C) A is true but R is false
Pedagogy is context-bound because teaching efficacy depends on environmental, socio-economic, and cultural factors. Expecting a strategy from an affluent urban school to automatically produce identical results in a marginalized rural setting is false, as instructional strategies must be adapted to local resources, student backgrounds, and community contexts in education.

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186. (A) Emphasizing emotional well-being and relational trust as foundations for learning
Pedagogy of Care prioritizes emotional well-being, empathetic relationships, and relational trust as essential foundations for academic learning. Highlighted during educational disruptions, this framework recognizes that cognitive processing depends on psychological safety, urging educators to support student socio-emotional needs alongside academic instruction during challenging circumstances in schools.

187. (B) A method is a specific procedure; pedagogy is the broader philosophical framework.
A teaching method is a specific instructional procedure or technique used to present lesson content. Pedagogy is the broader theoretical and philosophical framework that encompasses learning theories, socio-cultural considerations, teacher-student relationships, and educational aims, providing the overarching context that determines how methods are selected and applied in practice.

188. (A) I, II and III only
Classroom spatial arrangement, teacher voice tone, and assessment rubric selection all fall within the scope of pedagogy, directly shaping classroom learning environments. Statutory pay scales represent administrative employment policy and labor regulations, which lie outside the immediate pedagogical domain of instructional design and classroom teaching practice in schools.

189. (A) Time served in the classroom to demonstrated mastery of skills
Competency-based pedagogy shifts focus from seat time to demonstrated mastery of specific learning outcomes. Students progress through curriculum at their own pace upon demonstrating proficiency in designated knowledge and skills, ensuring flexible learning pathways, targeted remediation, and verifiable skill achievement rather than passive completion of scheduled instructional hours in school.

190. (C) The teacher dictates the universal laws of physics for students to memorize.
Dictating physics laws for rote memorization directly contradicts constructivist pedagogy. Constructivism requires active knowledge construction, where students explore scientific principles through hands-on experimentation, inquiry, and peer discussion. Direct dictation reinforces passive absorption, preventing learners from building deep conceptual understanding through active cognitive processing in modern classrooms.

191. (D) Extended conversation, debate, and multi-voiced interactions
Dialogic Pedagogy, influenced by Bakhtin and Freire, views knowledge creation as an interactive process occurring through conversation, debate, and multi-voiced classroom dialogue. Rather than receiving monologic instruction, students engage in reflective exchange, questioning assumptions and co-constructing meaning through respectful, critical dialogue with peers and educators in school.

192. (C) Combine standardized learning competencies with flexible, personalized learning pathways
Navigating the tension between standardization and personalization requires combining standardized learning competencies with flexible, personalized learning pathways. Educational leaders maintain clear quality standards while empowering teachers to differentiate instruction, adapt pacing, and accommodate individual student needs, ensuring equitable educational quality alongside personalized learning engagement in schools.

193. (B) Developing teachers' Pedagogical Content Knowledge (PCK) tailored to the new curriculum
When teachers possess subject knowledge but struggle to explain new concepts, professional development must focus on Pedagogical Content Knowledge. Developing PCK equips educators with effective analogies, instructional strategies, and diagnostic tools specifically designed to make complex mathematical topics clear and accessible to struggling learners in contemporary classrooms.

194. (D) The values and ethics that should be promoted through teaching
Axiology, the branch of philosophy studying values and ethics, shapes pedagogy by defining the ethical principles, moral character, and aesthetic values that education should promote. Axiological frameworks guide schools in determining which personal virtues, civic responsibilities, and social ethics are embedded within curricular design and classroom culture in education.

195. (A) Integratively selecting varied teaching strategies based on context and learner needs.
An eclectic pedagogical approach involves integratively selecting and combining diverse teaching strategies based on learning objectives, student needs, and classroom contexts. Rather than rigidly adhering to a single methodology, eclectic educators draw upon behaviorist, cognitivist, and constructivist techniques to maximize instructional flexibility, engagement, and student achievement in schools.

196. (C) III only
Critical Pedagogy reaches its highest ideal in Transformation. Moving beyond simple transmission of facts and transaction of concepts, transformation aims to empower learners to critically analyze societal structures and act as agents of positive social change, fulfilling education's ultimate purpose of human liberation and social justice in contemporary society.

197. (A) Implicit framing where instructional pacing and rules are unstated by the teacher.
Invisible Pedagogy, conceptualized by Basil Bernstein, features implicit framing where learning control, instructional pacing, and classroom hierarchy are relaxed and unstated. The educator creates an open environment where learning appears unstructured and child-directed, though the teacher subtly guides student activities and evaluates developmental progress behind the scenes in school.

198. (D) Transitioning gradually to reading and writing while maintaining discovery elements
In the Preparatory Stage, transitioning from play-based early learning to formal schooling should occur gradually. Pedagogy integrates structured reading, writing, and arithmetic while preserving interactive discovery, play elements, and hands-on activities, ensuring smooth developmental progression without causing cognitive stress or reducing student learning motivation in early grades.

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199. (B) Socio-emotional and affective learning
Conducting daily well-being periods focused on mindfulness, storytelling, and reflection expands pedagogical scope directly into socio-emotional and affective domains. These practices nurture self-awareness, emotional resilience, empathy, and interpersonal skills, supporting holistic child development and creating a compassionate, supportive classroom climate conducive to academic success in schools.

200. (C) Lead instructional vision, mentor staff, and align pedagogy with policy frameworks
Mastering the meaning, nature, and scope of pedagogy empowers school principals to act as effective instructional leaders. Principals use pedagogical expertise to guide curriculum implementation, mentor teaching staff, establish inclusive learning environments, and align school practices with modern educational policy, driving sustained school improvement and student success effectively.

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CHAPTER 02
Teaching Methods and Approaches

1. Which of the following best defines the classification of teaching methods along the continuum of instructional delivery?
(A) They range from highly teacher-centered approaches to highly learner-centered approaches.
(B) They are strictly divided into administrative and non-administrative methods.
(C) They are categorized exclusively by the physical setting of the classroom.
(D) They are classified solely based on the summative evaluation tools used.

2. Consider the following statements regarding the classification of teaching methods:
I. Autocratic methods primarily include lectures and demonstrations.
II. Democratic methods allow for maximum student participation and peer interaction.
III. Laissez-faire methods involve strict teacher control over all learning materials.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

3. In the context of instructional strategies, which of the following is an example of an indirect teaching method?
(A) Guided inquiry
(B) Drill and practice
(C) Expository lecture
(D) Direct demonstration

4. Identify the incorrect pair regarding the classification of teaching approaches:
(A) Heuristic Method – Learner-centered approach
(B) Project Method – Activity-centered approach
(C) Lecture Method – Teacher-centered approach
(D) Programmed Instruction – Group-centered approach

5. Read the following statements and select the correct option.
Assertion (A): Learner-centered teaching methods require the teacher to act as a facilitator rather than a primary source of information.
Reason (R): Learner-centered methods shift the cognitive load entirely away from the learner, making learning effortless.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. A Principal analyzing the pedagogical practices in a school observes that most teachers use expository methods. Which of the following is a primary characteristic of an expository method?
(A) The learner independently discovers the underlying rules.
(B) Students learn primarily through unstructured play.
(C) The teacher presents the subject matter in its final, organized form.
(D) Instruction is driven by student-generated hypotheses.

7. Which of the following is considered the most significant advantage of the lecture method in secondary education?
(A) It accommodates individualized learning speeds and tailored pacing for diverse students.
(B) It promotes high levels of critical thinking and active cognitive engagement for all learners.
(C) It provides immediate, ongoing, and continuous formative feedback throughout the lesson.
(D) It facilitates rapid and structured coverage of large amounts of factual information.

8. A school Principal conducts a classroom observation of a History teacher. The teacher speaks continuously for 40 minutes, relying

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solely on lecture notes, while students passively listen. As an instructional leader, what is the most appropriate feedback the Principal should provide to improve this lecture?
(A) The teacher should use intermittent questions and visual aids to break monotony and assess comprehension.
(B) The teacher should speak louder and move around the room continuously to ensure student attention is maintained throughout the period.
(C) The teacher should completely abandon expository teaching and transition exclusively to student-led role-play for all history lessons.
(D) The teacher should restrict the lecture to 10 minutes and allow students to engage in self-study for the remaining 30 minutes of class.

9. Which of the following is a fundamental limitation of the lecture method?
(A) It is financially demanding and highly cost-intensive for school administrative budgets.
(B) It often fails to accommodate individual learner differences and varied pacing.
(C) It severely limits and restricts the teacher's ability to complete the prescribed curriculum on time.
(D) It requires specialized, expensive technological infrastructure and hardware equipment to execute properly.

10. To maximize the effectiveness of a lecture, a teacher should appropriately sequence the presentation. Which of the following represents the correct logical sequence of an effective lecture?
I. Summarizing key points
II. Stating the objectives and introducing the topic
III. Presenting the core content systematically
IV. Assessing comprehension through brief questions
(A) II, III, I, IV
(B) II, III, IV, I
(C) III, II, IV, I
(D) II, I, III, IV

11. Which of the following instructional modifications makes a traditional lecture more interactive and aligned with modern pedagogical standards?
(A) Implementing "Think-Pair-Share" segments every 15 minutes
(B) Providing a verbatim printed transcript of the lecture in advance
(C) Asking students to close their notebooks and only listen
(D) Extending the lecture duration to allow for slower speech

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12. Consider the following statements regarding the lecture method:
I. It is highly effective for introducing a completely new, complex theoretical framework.
II. It promotes extensive development of psychomotor skills.
III. It relies heavily on the auditory learning modality of students.
IV. It is considered an economical method for teaching large classes.
Which of the statements given above are correct?
(A) I, II and III
(B) I, III and IV
(C) II, III and IV
(D) I, II, III and IV

13. The discussion method of teaching is fundamentally based on which of the following psychological principles?
(A) Operant conditioning mechanisms and continuous external reinforcement
(B) Systematic rote memorization combined with spaced repetition drills
(C) Information processing through passive, one-way direct transmission
(D) Social constructivism and shared meaning-making

14. In the context of the discussion method, which format involves a small group of experts discussing a topic in front of an audience, followed by a Q&A session?
(A) Symposium
(B) Seminar
(C) Panel discussion
(D) Brainstorming session

15. What is the primary role of the teacher when facilitating a classroom discussion?
(A) To dominate the overall conversation continuously and provide all the final correct answers directly to students.
(B) To serve as a neutral moderator guiding discussion flow and synthesizing student contributions.
(C) To evaluate and grade students strictly based on the overall volume of their speech

rather than logical quality.
(D) To step out of the classroom environment entirely to allow students complete, unsupervised operational freedom.

16. Read the following statements and select the correct option.
Assertion (A): The discussion method is highly effective for developing critical thinking and tolerance for diverse viewpoints.
Reason (R): The discussion method is the fastest technique for completing a lengthy prescribed curriculum before an examination.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

17. Which of the following is a significant limitation of the discussion method in a large classroom setting?
(A) It may be dominated by articulate students while introverts remain passive.
(B) It systematically discourages independent critical thinking and analytical reasoning among most enrolled students.
(C) It completely prevents the classroom teacher from accurately evaluating individual students' communication skills.
(D) It eliminates any requirement for prior instructional preparation or lesson planning by the subject teacher.

18. During a class discussion on environmental conservation, a Principal observes that the teacher allows the debate to drift into unrelated political arguments, leading to chaos. What pedagogical advice should the Principal give to the teacher?
(A) Abandon the discussion method permanently across all classes and rely strictly on traditional dictation of notes.
(B) Allow the chaotic environment to continue uninterrupted, as it represents authentic democratic student education.
(C) Set clear ground rules, focus on learning objectives, and steer the debate back to the topic.
(D) Administer immediate punitive measures to all students who originally introduced the unrelated political topics.

19. Identify the incorrect statement regarding the demonstration method of teaching:
(A) It requires students to independently perform the experiment before the teacher does.
(B) It combines visual and auditory modalities to enhance understanding.
(C) It is highly effective for teaching psychomotor skills and scientific experiments.
(D) It saves time and resources compared to individual laboratory experiments for every student.

20. Which of the following maxims of teaching is predominantly utilized in the demonstration method?
(A) Abstract to concrete
(B) Complex to simple
(C) Unknown to known
(D) Concrete to abstract

21. For a demonstration to be instructionally effective, what is the most critical prerequisite?
(A) The apparatus should be small enough to fit in the teacher's pocket.
(B) The demonstration must be clearly visible to all students in the classroom.
(C) The demonstration must involve expensive and imported equipment.
(D) The teacher must perform the demonstration in complete silence to maintain focus.

22. Consider the following steps in organizing a demonstration:
I. Rehearsing the experiment before the class
II. Arranging the apparatus on the demonstration table
III. Introducing the topic and the purpose of the demonstration
IV. Allowing students to ask questions only after the class ends
Which of the above are considered best practices for a teacher?
(A) I, II and III
(B) II, III and IV
(C) I, III and IV
(D) I, II, III and IV

23. What is the primary limitation of the demonstration method when used as a substitute for laboratory work?
(A) It significantly reduces the overall operational and financial burden on the school administration.

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(B) It inherently positions the classroom teacher as the absolute center of the whole learning process.
(C) It systematically prevents students from accurately observing the correct step-by-step procedural techniques.
(D) It deprives students of hands-on experience with equipment.

24. A Science teacher's demonstration fails in the middle of a class due to faulty equipment. According to pedagogical best practices, how should the teacher handle this situation?
(A) Use the failure to discuss troubleshooting, variables, and scientific inquiry.
(B) Attempt to hide the experimental failure completely and quickly dismiss the entire class early for the day.
(C) Publicly blame the laboratory assistant for the apparatus error and immediately suspend all teaching activities.
(D) Immediately switch to reading text paragraphs directly from reference notes without addressing the failed activity.

25. Read the following statements and select the correct option.
Assertion (A): The Question-Answer method (Socratic method) is an effective tool for formative assessment.
Reason (R): It helps the teacher identify student misconceptions in real-time and adjust instruction accordingly.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. In the context of the Question-Answer method, what does the term "wait time" refer to?
(A) The time a teacher waits for the class period to end after finishing the lecture.
(B) The pause between asking a question and calling on a student to answer.
(C) The time taken by the teacher to frame a question mentally.
(D) The duration students are expected to wait outside the classroom before entering.

27. Which type of question is most appropriate for stimulating higher-order thinking skills (HOTS) among students?
(A) Divergent questions
(B) Closed-ended questions
(C) Recall questions
(D) Rhetorical questions

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28. A Principal notices that a newly appointed teacher directs questions only to the students sitting in the front row. What pedagogical guidance should the Principal provide?
(A) Continue this instructional practice consistently, as front-row students are typically the most attentive learners.
(B) Discontinue asking oral questions entirely during class periods and focus strictly on rapid coverage of content.
(C) Distribute questions evenly to ensure active engagement of all students.
(D) Direct questions exclusively toward academically weaker students in order to highlight their operational gaps.

29. Which of the following is considered a poor questioning technique in classroom pedagogy?
(A) Posing a clear question to the whole class, pausing deliberately, and then calling on a specific student to respond.
(B) Carefully phrasing each classroom question in a crystal-clear, unambiguous, and structurally concise format.
(C) Constructively probing partial or incomplete student responses to encourage deeper clarification and elaboration.
(D) Asking multiple complex questions at once (double-barreled questions).

30. The storytelling method is most pedagogically effective for which of the following objectives?
(A) Teaching abstract and advanced algebraic equation systems in secondary mathematics classrooms
(B) Demonstrating precise chemical titration steps and quantitative laboratory procedures in chemistry
(C) Fostering moral values, imagination, and foundational listening skills
(D) Assessing complex psychomotor movement patterns and physical fitness proficiency in physical education

31. Which of the following is an essential characteristic of an effective educational story?
(A) It must remain entirely factual, strictly objective, and completely devoid of any creative or fictional narrative elements.

(B) It should feature a structured narrative aligned with a specific learning objective.
(C) It must be composed in an excessively lengthy format specifically designed to occupy the entire allocated class period.
(D) It should strictly avoid all forms of vocal modulation, dramatic expression, or physical gestures to preserve academic tone.

32. Consider the following statements regarding the storytelling method:
I. It is only applicable to language and literature subjects.
II. It helps in building cultural capital and historical empathy among students.
III. It can be used as an ice-breaker or an introductory hook for a new topic.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

33. According to constructivist pedagogy, how can a teacher make the storytelling method more learner-centered?
(A) By inviting students to predict outcomes, adapt endings, or co-create storylines.
(B) By mandating that all enrolled students memorize and recite the entire instructional story verbatim without deviation.
(C) By having the classroom instructor read the narrative text line-by-line in a completely monotonous tone directly from reference materials.
(D) By enforcing rigid behavioral rules that strictly prohibit students from raising questions or making comments during the reading.

34. What is the primary limitation of relying exclusively on the storytelling method in higher secondary classes?
(A) It imposes an unrealistic requirement for the subject teacher to possess formal professional acting qualifications and stage training.
(B) It is based on the assumption that older secondary students are biologically incapable of comprehending structured narrative formats.
(C) It struggles to build the rigorous analytical and quantitative skills needed at higher levels.
(D) It creates an administrative hurdle by mandating the procurement of specialized, highly expensive digital storytelling software tools.

35. Read the following statements and select the correct option.
Assertion (A): Project-Based Learning (PBL) emphasizes a multidisciplinary approach to solving real-world problems.
Reason (R): Project-Based Learning isolates knowledge into strict subject boundaries to ensure conceptual clarity.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. Which of the following best describes the fundamental meaning of Project-Based Learning (PBL)?
(A) A traditional method where students passively memorize facts to submit a compulsory summative written project report.
(B) A teacher-directed activity wherein the instructor constructs the main project artifact while students observe silently from seats.
(C) A narrow method exclusively focused on producing physical craft models without providing any underlying theoretical instruction.
(D) An approach where students actively explore real-world problems to acquire knowledge.

37. Which of the following is NOT a core feature of high-quality Project-Based Learning?
(A) Sustained, in-depth inquiry
(B) Rote fact memorization
(C) Student voice and agency in project choice
(D) Public presentation of an authentic product

38. A Principal is reviewing a proposed lesson plan utilizing Project-Based Learning for Class 9 Science. The plan involves students building a simple water filtration system based on a teacher-provided step-by-step manual, to be completed in one period. Why does this NOT qualify as true Project-Based Learning?
(A) The apparatus construction is far too physically dangerous for Class 9 students to handle safely.

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(B) Scientific principles and natural laws cannot be effectively taught through practical hands-on projects.
(C) It lacks sustained inquiry, open problem-solving, and student autonomy.
(D) The assigned practical activity fails to include a formal written paper-and-pencil examination component.

39. In the context of the Project Method, which philosophical school of thought forms its foundation?
(A) Idealism
(B) Existentialism
(C) Naturalism
(D) Pragmatism

40. Projects can be classified into four distinct types within traditional educational theory. Which of the following is NOT one of those types?
(A) Expository project
(B) Constructive project
(C) Aesthetic/Enjoyment project
(D) Problematic project

41. Arrange the following fundamental steps of the Project Method in their correct sequential order:
I. Planning
II. Executing
III. Purposing (Providing a situation/objective)
IV. Evaluating
V. Recording
(A) III, I, II, IV, V
(B) I, III, II, V, IV
(C) III, II, I, IV, V
(D) I, II, III, V, IV

42. Consider the following statements regarding the "Evaluating" step of the Project Method:
I. It involves students reflecting on what they have achieved and where they made mistakes.
II. It is conducted solely by the external examiner without any self-assessment by the students.
III. It helps in assessing whether the initial objectives of the project were met.
Which of the statements given above are correct?
(A) I and II
(B) I and III
(C) II and III
(D) I, II and III

43. What is a significant advantage of using the Project Method in school education?
(A) It bridges classroom learning with real-life application.
(B) It significantly reduces the amount of planning and lesson preparation required by the classroom teacher.
(C) It ensures the most rapid and streamlined completion of the entire prescribed academic curriculum.
(D) It completely eliminates the administrative requirement for conducting any form of student evaluation.

44. Problem-Based Learning (PBL) was originally developed for use in which field of education before being adapted for schools?
(A) Legal education
(B) Engineering education
(C) Medical education
(D) Teacher education

45. Read the following statements and select the correct option.
Assertion (A): In Problem-Based Learning, the problem is presented to the students before they are taught the relevant concepts.
Reason (R): Problem-Based Learning uses the problem as the driver to motivate students to discover the knowledge required to solve it.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

46. What is the primary role of the teacher in a Problem-Based Learning environment?
(A) Sole authoritative knowledge provider
(B) Strict classroom disciplinarian
(C) Facilitator or coach
(D) Passive, non-intervening observer

47. Which of the following represents the correct starting point of Problem-Based Learning?
(A) Direct delivery of a comprehensive introductory lecture on the designated core topic.
(B) Presentation of an ill-structured problem
(C) Mandatory administration of a standardized summative written test at the beginning.
(D) Immediate step-by-step demonstration of the exact problem solution by the instructor.

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48. A Principal observes a class where the teacher presents a scenario: "A local lake is experiencing sudden fish deaths." The students are then tasked with determining the cause and proposing a solution by researching various scientific principles on their own. Which pedagogical approach is the teacher primarily using?
(A) Rote learning
(B) Direct Instruction
(C) Programmed Instruction
(D) Problem-Based Learning

49. When comparing Project-Based Learning (PrBL) and Problem-Based Learning (PBL), which of the following is a key distinguishing feature of Project-Based Learning?
(A) It culminates in an authentic product or performance.
(B) It prohibits group work and requires students to work strictly in isolation.
(C) It consistently begins with a highly theoretical, abstract, and ungrounded conceptual puzzle.
(D) It is strictly restricted in scope to traditional mathematics and physical science curricula.

50. In contrast to Project-Based Learning, Problem-Based Learning (PBL) focuses more heavily on:
(A) Rigorously following the classroom teacher's explicit, step-by-step instructional commands.
(B) Enhancing the visual presentation and physical craftsmanship of a final tangible artifact.
(C) The inquiry process and finding solutions to specific scenarios.
(D) Rote memorization of historical dates, key terms, and definitions for an upcoming test.

51. Consider the following characteristics:
I. Often utilizes ill-structured, ambiguous scenarios.
II. May not result in a tangible physical product.
III. Focuses on the steps of clinical reasoning or analytical problem solving.
These characteristics best describe:
(A) Problem-Based Learning
(B) Project-Based Learning
(C) Expository Teaching
(D) Drill and Practice

52. Consider the following statements comparing PrBL and PBL:
I. Both approaches are learner-centered and promote active learning.
II. In PrBL, the end product is often the focal point, whereas in PBL, the solution to the problem is the focal point.
III. Both approaches strictly prohibit the use of collaborative group work.
IV. The teacher acts as a facilitator in both approaches.
Which of the statements given above are correct?
(A) I, II and IV
(B) I, III and IV
(C) II, III and IV
(D) I, II, III and IV

53. What is the fundamental premise of Activity-Based Learning (ABL)?
(A) Learning is maximized when students sit passively in silence and listen attentively to direct lectures.
(B) Learning happens best through physical and mental action.
(C) Instructional activities should be utilized exclusively as rewards after students complete silent seatwork.
(D) Effective learning strictly depends on the availability of highly specialized, expensive imported commercial apparatus.

54. Which policy framework in India heavily advocated for Activity-Based Learning to make education child-centered and joyful?
(A) Macaulay's Minute on Indian Education (1835)
(B) The Calcutta University Commission / Sadler Commission (1917)
(C) National Curriculum Framework (NCF) 2005
(D) The Auxiliary Committee of the Indian Statutory Commission / Hartog Committee (1929)

55. Read the following statements and select the correct option.
Assertion (A): Activity-Based Learning reduces the dropout rate in primary schools.
Reason (R): It makes the learning process engaging, joyful, and relevant to the child's context, reducing boredom and fear of failure.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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56. In an Activity-Based Learning environment, materials and tasks are often organized into:
(A) Milestones and learning ladders
(B) Rigid, inflexible topic divisions
(C) Unstructured chaos with no learning goals
(D) Standardized annual exams only

57. A Principal wants to implement Activity-Based Learning (ABL) in primary classes. Which of the following administrative steps is most essential to support this pedagogy?
(A) Permanently bolting student desks to the classroom floor to restrict physical movement entirely.
(B) Providing flexible seating and accessible learning materials.
(C) Mandating the exclusive purchase and utilization of standardized single-subject printed textbooks.
(D) Strictly enforcing absolute verbal silence across all classrooms throughout instructional hours.

58. The theory of Experiential Learning is often represented as a cycle. Which of the following is the correct sequence of this learning cycle?
(A) Active Experimentation → Abstract Conceptualization → Reflective Observation → Concrete Experience
(B) Concrete Experience → Reflective Observation → Abstract Conceptualization → Active Experimentation
(C) Reflective Observation → Active Experimentation → Concrete Experience → Abstract Conceptualization
(D) Abstract Conceptualization → Concrete Experience → Active Experimentation → Reflective Observation

59. In the Experiential Learning cycle, what does "Abstract Conceptualization" refer to?
(A) Forming or modifying abstract concepts based on reflection.
(B) Directly engaging in an unfamiliar practical experience or immediate active scenario.
(C) Systematically reflecting on a prior experience to analyze underlying logical inconsistencies.
(D) Actively testing newly formulated conceptual models within practical real-world contexts.

60. According to experiential learning principles, learning is best defined as:
(A) The direct transmission of fixed factual content from authoritative teachers to passive students.
(B) The cognitive ability to mechanically memorize and accurately recall isolated bits of information.
(C) Knowledge creation through the transformation of experience.
(D) The organic, biological maturation of neural brain structures independent of external stimuli.

61. Identify the incorrect pair regarding learning styles derived from experiential learning theory:
(A) Diverging – Concrete Experience + Reflective Observation
(B) Assimilating – Abstract Conceptualization + Reflective Observation
(C) Converging – Abstract Conceptualization + Active Experimentation
(D) Accommodating – Abstract Conceptualization + Reflective Observation

62. Consider the following statements about Cooperative Learning:
I. It involves students working together in small groups to accomplish shared goals.
II. Individual accountability is a core element, ensuring everyone contributes.
III. It relies on negative interdependence where one student's success means another's failure.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

63. Which of the following is NOT one of the five essential elements of Cooperative Learning?
(A) Positive interdependence among group members
(B) Homogeneous IQ grouping
(C) Face-to-face promotive interaction between students
(D) Interpersonal and small-group collaborative skills

64. In the "Jigsaw" cooperative learning technique, what is the defining structural feature?
(A) Students compete aggressively against peers to see who can assemble a physical puzzle in the fastest time.
(B) The classroom teacher solves a complex jigsaw puzzle on the blackboard while

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students copy notes silently.
(C) Students complete assigned learning tasks completely individually without ever interacting with classroom peers.
(D) Home group members become topic experts, then cross-teach their peers.

65. Read the following statements and select the correct option.
Assertion (A): Cooperative learning strategies significantly enhance the social skills and emotional intelligence of students.
Reason (R): Cooperative learning requires students to resolve conflicts, communicate effectively, and trust each other to achieve group goals.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

66. A teacher implements a "Think-Pair-Share" activity. What is the primary purpose of the "Pair" phase?
(A) To grant the classroom teacher an unobtrusive window of time to record confidential grades on student participation.
(B) To pair high-achieving students with struggling peers primarily so the former performs all assigned academic work.
(C) To let students articulate and test ideas collaboratively before class sharing.
(D) To maintain classroom control and enforce strict behavioral discipline by compelling students to sit in fixed pairs.

67. While both Cooperative and Collaborative learning involve group work, how does Collaborative learning fundamentally differ from Cooperative learning?
(A) Collaborative learning uses student self-organization, while cooperative learning uses assigned roles.
(B) Collaborative learning is strictly dictated and structured by the teacher, whereas cooperative learning is completely unstructured and spontaneous.
(C) Collaborative learning is designed exclusively for early primary students, whereas cooperative learning is intended solely for adult learners.
(D) There exists no structural or theoretical distinction; the two terms are used as completely identical synonyms in pedagogical literature.

68. A Principal observes two classes. In Class A, the teacher assigns specific roles (Timekeeper, Recorder, Summarizer) to group members to complete a worksheet. In Class B, students form groups to mutually explore a complex theme and co-author a unique essay without assigned roles. Which approaches are being used?
(A) Class A is Collaborative; Class B is Cooperative
(B) Both are strictly Collaborative
(C) Both are strictly Cooperative
(D) Class A is Cooperative; Class B is Collaborative

69. Which educational philosophy most strongly underpins Collaborative Learning?
(A) Behaviorism
(B) Social Constructivism
(C) Psychoanalysis
(D) Classical Conditioning

70. What is a common challenge a teacher might face when implementing Collaborative Learning?
(A) Participating students may become excessively reliant on receiving step-by-step direct instruction from the teacher.
(B) It artificially reduces cognitive demands to such a degree that highly capable students become disengaged and bored.
(C) Unstructured dynamics may cause free-riding if unmonitored.
(D) It creates logistical difficulties because it mandates that every participating student sit inside isolated cubicles.

71. Peer tutoring refers to an instructional strategy where:
(A) Teachers tutor other teachers during professional development sessions.
(B) The Principal tutors students facing disciplinary action.
(C) Parents are brought into the school to tutor their own children.
(D) Students act as academic tutors and tutees to help each other learn.

72. Consider the following statements about Peer Tutoring:
I. Cross-age peer tutoring involves an older student tutoring a younger student.

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II. Same-age peer tutoring involves students from the same grade level.
III. Peer tutoring only benefits the tutee; the tutor gains no academic benefit.
Which of the statements given above are correct?
(A) I and II
(B) I and III
(C) II and III
(D) I, II and III

73. Which of the following is a recognized psychological benefit for the student acting as the "tutor" in a peer tutoring arrangement?
(A) Significantly decreased academic self-esteem caused by social performance pressure.
(B) Material consolidation and enhanced confidence
(C) Complete elimination of all intrinsic learning motivation and personal interest in subjects.
(D) Noticeably increased cognitive dependency on continuous guidance from classroom teachers.

74. What is a crucial administrative requirement for a successful peer tutoring program in a school?
(A) Ensuring that student tutors remain completely untrained so their instructional assistance remains spontaneous and "natural."
(B) Training tutors to explain concepts and provide constructive feedback.
(C) Deliberately selecting only the most dominant or aggressive students to serve as tutors to maintain classroom order.
(D) Formally institutionalizing peer tutoring sessions as a mandatory punitive measure targeted at low-scoring students.

75. Read the following statements and select the correct option.
Assertion (A): Peer tutoring can help bridge the gap for students who feel intimidated to ask questions to a teacher.
Reason (R): Students often share a similar linguistic and cognitive level, making explanations from peers more relatable and less threatening.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. Blended learning is best defined as an educational approach that:
(A) Mixes students of completely different age groups and grade levels within the exact same physical classroom environment.
(B) Blends distinct academic subject domains like Mathematics and Visual Arts into a single unified printed textbook.
(C) Combines face-to-face classroom teaching with digital learning.
(D) Replaces all professional human classroom teachers entirely with automated artificial intelligence software systems.

77. Which of the following is a common model of blended learning where students rotate on a fixed schedule between learning modalities, at least one of which is online learning?
(A) The Flex Model
(B) The A La Carte Model
(C) The Enriched Virtual Model
(D) The Rotation Model

78. A Principal wants to integrate blended learning into the school curriculum to personalize instruction. Which of the following constraints is the most critical to address first?
(A) Selecting the aesthetic paint color scheme and interior visual decorations of the classroom walls.
(B) Managing and reducing the total physical weight of traditional printed textbooks carried by students.
(C) Equitable student access to digital devices and reliable internet.
(D) Determining the administrative scheduling and logistical timing for the school's annual sports day.

79. In the "Flex Model" of blended learning:
(A) Students complete all coursework entirely online at home and are never required to attend a physical school building.
(B) Online delivery forms the primary core, with teacher support on an as-needed basis.
(C) Classroom teachers incorporate structured physical flexibility exercises as rest breaks between academic lectures.
(D) Digital learning platforms are utilized strictly as an administrative punishment for students with incomplete homework.

80. The primary pedagogical advantage of blended learning is that it allows for:

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(A) The complete structural elimination and closure of brick-and-mortar physical schools.
(B) Enabling classroom teachers to completely avoid interacting directly with their enrolled students.
(C) Achieving absolute, rigid standardization across all student educational processes and output metrics.
(D) Differentiated, self-paced learning for diverse students.

81. The "Flipped Classroom" approach is a specific type of blended learning. What is exactly being "flipped" in this model?
(A) Direct instruction moves to pre-class homework, while practice occurs during class time.
(B) All physical furniture including student desks and chairs are rotated to face the back wall of the room.
(C) The administrative duties and classroom responsibilities of the Principal and teacher are fully swapped.
(D) Comprehensive final examinations are administered prior to the official commencement of the academic year.

82. Consider the following statements regarding the Flipped Classroom approach:
I. It frees up valuable classroom time for higher-order cognitive activities like problem-solving and analysis.
II. It requires students to take responsibility for their foundational learning before class.
III. It assumes that all students naturally possess high self-regulation skills without any teacher guidance.
Which of the statements given above are correct?
(A) I and II
(B) I and III
(C) II and III
(D) I, II and III

83. In Bloom's Taxonomy terms, the Flipped Classroom shifts which cognitive levels to the home environment?
(A) Remembering and understanding concepts
(B) Creating original work and evaluating evidence
(C) Analyzing datasets and applying formulas
(D) Evaluating arguments and analyzing structures

84. What is a common pitfall a teacher might encounter when first implementing a flipped classroom?
(A) Enrolled students might consistently arrive in the classroom thoroughly over-prepared for discussions.
(B) Classroom teachers will find themselves with excessive unallocated free time during active class periods.
(C) School administrative management will automatically impose salary reductions on participating educators.
(D) Unprepared students who skip pre-class material undermine active learning.

85. Read the following statements and select the correct option.
Assertion (A): The flipped classroom model enhances individualized teacher-student interaction during class time.
Reason (R): Because the teacher is not delivering a live lecture, they can circulate and assist students who are struggling with practical application.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. Inquiry-based learning is a pedagogical approach most closely associated with which educational philosophy?
(A) Behaviorism
(B) Classical Conditioning
(C) Progressive Experientialism
(D) Connectionism

87. In the context of inquiry-based learning, which level of inquiry involves the teacher providing the question and the procedure, while the students determine the results?
(A) Confirmation Inquiry
(B) Guided Inquiry
(C) Open Inquiry
(D) Structured Inquiry

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88. A Science teacher asks the class, "How does the angle of a solar panel affect its energy output?" and allows the students to design their own experiments and determine the results. This is an example of:
(A) Guided Inquiry

(B) Confirmation Inquiry
(C) Structured Inquiry
(D) Rote Learning

89. Which of the following is an essential step in the inquiry-based learning process?
(A) Memorizing a glossary of terms
(B) Formulating hypotheses and gathering evidence
(C) Copying notes from the blackboard silently
(D) Accepting the teacher's opinion without question

90. What is a major benefit of using open inquiry in higher secondary classes?
(A) It strictly limits student conceptual thinking and inquiry exclusively to prescribed reading passages.
(B) It develops strong research skills and scientific literacy.
(C) It ensures all participating students arrive at completely identical answers in the minimal possible timeframe.
(D) It eliminates all requirements for prior lesson preparation, setup, or instructional design by the teacher.

91. Discovery learning, a concept deeply rooted in cognitive psychology, emphasizes active learning and structural understanding. This concept was prominently advocated by:
(A) Jerome Bruner
(B) Lev Vygotsky
(C) Jean Piaget
(D) Albert Bandura

92. Consider the following statements regarding the concept of Discovery Learning:
I. It involves learners drawing on their past experiences and existing knowledge to discover facts and relationships.
II. It promotes intrinsic motivation rather than extrinsic rewards.
III. It emphasizes the process of learning over the final product.
IV. It relies exclusively on direct instruction and rote memorization.
Which of the statements given above are correct?
(A) I, II and III
(B) II, III and IV
(C) I, III and IV
(D) I, II, III and IV

93. According to cognitive learning theories, which of the following is a fundamental reason to use discovery learning in schools?
(A) It systematically conditions young students to unquestioningly obey institutional authority figures.
(B) It makes the classroom teacher completely redundant, thereby conserving school financial resources.
(C) It reliably guarantees that all students achieve perfect scores on standardized summative tests.
(D) It teaches the "heuristics of discovery," enhancing future problem-solving.

94. What is "Guided Discovery"?
(A) An unstructured situation where students wander aimlessly through learning tasks without any teacher guidance or feedback.
(B) A traditional expository lecture setup where the classroom teacher explicitly dictates every piece of information to the class.
(C) An approach where teachers provide clues and structure for student discovery.
(D) A specialized instructional technique utilized exclusively within outdoor physical education and athletic coaching contexts.

95. A limitation of unguided, pure discovery learning is that:
(A) It severely restricts and stifles the creative thinking process of highly advanced and gifted learners.
(B) It overloads working memory in novice learners, causing cognitive confusion.
(C) It relies excessively on passive teacher lectures and rigid, traditional transmission of factual content.
(D) It is effective exclusively for language learning instruction and completely inapplicable to abstract mathematics.

96. Team teaching is an instructional strategy where:
(A) Unsupervised students organize themselves into peer teams to teach academic content without any teacher present.
(B) A single specialized instructor delivers physical training exclusively to members of the school athletic team.
(C) A single educator simultaneously delivers multiple distinct academic subjects to an individual student during class.
(D) Multiple teachers collaboratively plan, deliver, and evaluate instruction for a group.

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97. Which of the following is a primary benefit of team teaching?
(A) It allows teachers to pool their diverse pedagogical strengths and subject expertise.
(B) It reduces the workload of teachers by half, as they only work 50% of the time.
(C) It causes confusion among students as they receive contradictory instructions.
(D) It is an effective way to handle teacher absenteeism by permanently doubling class sizes.

98. A Principal decides to implement team teaching for Class 10 Science by pairing a Physics expert with a Biology expert to teach a unit on Bio-physics. What is the most critical administrative requirement for this to succeed?
(A) Mandating strict ground rules ensuring that both participating teachers never speak simultaneously in class.
(B) Officially doubling the annual tuition fees charged to all enrolled Class 10 students and their families.
(C) Providing scheduled shared planning time for both teachers.
(D) Completely removing the physical writing chalkboard or whiteboard from the instructional classroom space.

99. Which team teaching model involves one teacher taking the instructional lead while the other teacher circulates the room to provide individual assistance?
(A) Lead-assist model
(B) Parallel teaching model
(C) Station teaching model
(D) Alternative teaching model

100. In "Station Teaching," a form of team teaching:
(A) Both instructors deliver the exact same instructional content simultaneously to two halves of a divided class.
(B) One instructor presents to the primary large group while the second teacher pulls a small group for remediation.
(C) Instructors take turns managing the classroom by alternating teaching responsibilities on sequential days.
(D) Teachers divide content into stations through which student groups rotate.

101. The Case Study method of teaching is highly effective for:
(A) Rote memorization and rapid recall of basic mathematical multiplication tables.
(B) Analyzing real-world scenarios and building decision-making skills.
(C) Systematically improving motor control and handwriting speed during penmanship drills.
(D) Conducting structured physical fitness routines and conditioning drills in gym classes.

102. Consider the following statements about the Case Study method:
I. It bridges the gap between abstract theory and practical application.
II. It requires students to evaluate evidence, consider multiple perspectives, and formulate solutions.
III. There is always one single, unequivocally correct answer to a good case study.
Which of the statements given above are correct?
(A) I and II
(B) I and III
(C) II and III
(D) I, II and III

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103. What is the typical role of the teacher during a case study discussion?
(A) To read the entire case narrative aloud and immediately present the final definitive solution to students.
(B) To serve merely as a passive observer and assign participation marks based on how quietly students behave.
(C) To dictate detailed text summary notes regarding the case directly to students for passive copying.
(D) To facilitate discussion, probe reasoning, and challenge assumptions.

104. Which subject area in secondary education is particularly well-suited for the case study method?
(A) Business Studies, Economics, and Social Sciences
(B) Pure Mathematics (e.g., solving algebraic equations)
(C) Spelling and Grammar
(D) Basic drawing skills

105. Read the following statements and select the correct option.
Assertion (A): The case study method requires significant preparation time from both the teacher and the students.
Reason (R): Effective case discussions depend on

a deep understanding of the facts, context, and nuances of the scenario presented.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

106. Role Play is an active learning technique where students:

(A) Engage in playing interactive digital video games themed around subject content during class hours.
(B) Adopt the persona and actions of a character in a specific situation.
(C) Roll numerical dice in class games to randomly determine their academic project grades.
(D) Passively watch from their seats as the classroom teacher performs a scripted dramatic play.

107. Which of the following is the most significant educational benefit of using the role-play method in subjects like History or Civics?

(A) It develops empathy and understanding of historical or social contexts.
(B) It fully guarantees the complete and error-free rote memorization of important historical dates and timelines.
(C) It imparts specialized professional acting techniques and stagecraft skills required for theatrical industries.
(D) It completely replaces the administrative necessity for assigned textbook reading or literature study.

108. A Political Science teacher wants to use simulation to teach the legislative process. Which of the following activities best represents a simulation?

(A) Assigning students an individual homework essay detailing the formal stages of how a bill becomes a law.
(B) Screening an instructional documentary film depicting the operational procedures of the Indian Parliament.
(C) Conducting a "Mock Parliament" where students debate and vote on a bill.
(D) Organizing an educational field trip visit to observe an unoccupied, empty parliamentary building.

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109. What is the fundamental difference between Role Play and Simulation?

(A) Role play techniques are designed strictly for adult training, whereas simulations are reserved for young children.
(B) Role play instructional activities depend on computer technology, while simulation activities rely on physical apparatus.
(C) There exists no functional or conceptual difference; both terminology options represent completely identical teaching methods.
(D) Role play involves adopting personas; simulation models complex systems.

110. For a role-play activity to be pedagogically effective, what must follow the actual performance?

(A) Administering a mandatory, timed written examination on the performance material.
(B) Conducting a public critical critique highlighting flaws in the students' theatrical acting abilities.
(C) A debriefing session to reflect on outcomes and learning objectives.
(D) Immediately dismissing the entire student group from the classroom without any follow-up discussion.

111. Brainstorming was popularized as an instructional technique primarily to:

(A) Enforce rigid, silent classroom behavior and maintain strict student discipline.
(B) Generate a large volume of creative ideas to solve a problem.
(C) Accurately assess and evaluate individual students' formal grammatical accuracy.
(D) Test long-term memory retrieval and factual recall during written review sessions.

112. Which of the following is a cardinal rule of a brainstorming session?

(A) Immediately evaluate, critique, and challenge every single idea as soon as it is verbally proposed.
(B) Strictly limit the total number of acceptable ideas to guarantee high quality and sophistication.
(C) Restrict participation exclusively to academically high-achieving students within the classroom.
(D) Defer all judgment and criticism until idea generation finishes.

113. In brainstorming, the principle "freewheeling is welcomed" means:
(A) Wild and out-of-the-box ideas are welcomed.
(B) Enrolled students are permitted to leave the physical classroom environment at any time.
(C) The classroom instructor is entirely relieved from preparing any lesson topic in advance.
(D) All proposed ideas must strictly adhere to and conform with established textbook models.

114. How should ideas be recorded during a brainstorming session?
(A) They should be kept completely secret from other participants until the entire session concludes.
(B) Only the specific ideas favored by the classroom teacher should be documented on the board.
(C) They should be recorded visibly exactly as stated by participants.
(D) They should be transcribed using a complex coded language to prevent students from copying them.

115. After the idea-generation phase of brainstorming is complete, what is the next logical step?
(A) Categorizing and refining the generated ideas to choose viable solutions.
(B) Discarding all generated ideas completely and returning immediately to reading textbook passages.
(C) Administering disciplinary measures to individual students who contributed impractical ideas.
(D) Immediately initiating a brand-new brainstorming session focused on an entirely unrelated topic.

116. The Field Trip or Excursion method of teaching is based on the pedagogical principle of:
(A) Acquiring knowledge primarily through abstract conceptualization and theoretical reading.
(B) Memorizing detailed geographical data, facts, and figures using rote repetition techniques.
(C) Conditioning student responses through repeated exposure to classical behavioral stimuli.
(D) Direct experience and learning outside classroom walls.

117. Which of the following is the most critical phase for ensuring the educational value of a field trip?
(A) Managing entertainment activities during the bus journey to the site.
(B) Pre-trip planning and post-trip reflection activities.
(C) Selecting appropriate refreshment options and snacks for student consumption.
(D) Capturing commemorative group photographs of students at the destination.

118. A Principal must approve a proposed field trip to a local historical monument for Class 8. From an administrative and pedagogical standpoint, which document is most essential for the teacher to submit beforehand?
(A) An approved playlist containing recreational songs to be broadcast on the bus audio system.
(B) A formal written guarantee ensuring that participating students will remain completely silent during travel.
(C) An itinerary, clear objectives, safety protocols, and consent forms.
(D) An administrative budget proposal detailing planned purchases of decorative souvenirs for display.

119. What is a common pedagogical limitation of field trips if not managed properly?
(A) The duration of off-site visits is inherently too brief to achieve meaningful instruction.
(B) Unfavorable trip experiences consistently cause students to develop a strong dislike for subjects.
(C) Conducting off-site excursions permanently displaces standard classroom instruction and curriculum pacing.
(D) They can devolve into recreational outings without academic focus.

120. Identify the incorrect pair regarding the alignment of subjects and field trips:
(A) Literature – Visit to a chemical manufacturing plant
(B) Biology – Visit to a botanical garden
(C) Civics – Visit to a local municipal corporation session
(D) History – Visit to an archeological museum

121. The Heuristic method of teaching was historically originated by:
(A) John Dewey
(B) H.E. Armstrong

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(C) Maria Montessori
(D) Friedrich Froebel

122. Consider the following statements about the Heuristic method:
I. The word "heuristic" is derived from a Greek word meaning "to discover" or "to find out."
II. It places the student in the position of an independent discoverer rather than a passive recipient of facts.
III. It heavily relies on the teacher providing ready-made notes for rote memorization.
Which of the statements given above are correct?
(A) I and II
(B) I and III
(C) II and III
(D) I, II and III

123. The Heuristic method is most strongly associated with the teaching of which subject domain?
(A) Science and Math
(B) Classical Languages and Literature
(C) Physical Education and Coaching
(D) Fine Arts and Performing Arts

124. What is a major practical challenge of using the Heuristic method in standard Indian classrooms?
(A) It unrealistically requires classroom teachers to possess zero prior background knowledge of the subject.
(B) It systematically discourages and prevents enrolled students from asking questions during instructional time.
(C) It is time-consuming and difficult with large classes and rigid curricula.
(D) It depends exclusively on providing every student with expensive personal digital tablets and internet connectivity.

125. Read the following statements and select the correct option.
Assertion (A): The Heuristic method fosters a spirit of inquiry and scientific temper among students.
Reason (R): In the Heuristic method, students are given a problem and are expected to observe, experiment, and arrive at conclusions independently.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

126. Programmed Instruction is an educational technique based on the psychological principles of:
(A) Gestalt Cognitive Psychology
(B) Freudian Psychoanalysis
(C) Operant Conditioning
(D) Social Constructivist Theory

127. Who among the following is considered the primary developer of linear programmed instruction?
(A) Norman Crowder
(B) B.F. Skinner
(C) Benjamin Bloom
(D) Robert Gagne

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128. Which of the following is NOT a fundamental principle of Programmed Instruction?
(A) Principle of Small Steps
(B) Principle of Active Responding
(C) Principle of Self-Pacing
(D) Principle of Delayed Feedback

129. In "Branching" programmed instruction, what happens if a student provides an incorrect answer?
(A) The student routes to a remedial frame before returning to the main path.
(B) The instructional software program halts completely and terminates the session immediately.
(C) The student receives a punitive assignment requiring them to rewrite the missed question 100 times.
(D) The student bypasses the error entirely and proceeds directly to the next advanced learning topic.

130. What is the primary role of the teacher in a classroom utilizing programmed instructional materials?
(A) Serving as the absolute primary source for direct information and authoritative lectures.
(B) Operating as a strict classroom disciplinarian whose main job is to prevent student talking.
(C) A facilitator who monitors progress and assists struggling students.
(D) Remaining a completely passive observer who never interacts with enrolled students during class.

131. Individualized instruction approaches are designed primarily to address:

(A) Differences in student learning paces, styles, and readiness.
(B) Administrative institutional requirements for maintaining rigid and completely uniform daily timetables.
(C) Resolving systemic financial constraints and budget limitations faced by public school administrations.
(D) Achieving total standardization across all educational output metrics and student assessment scores.

132. Consider the following educational approaches:
I. Personal System of Instruction (Keller Plan)
II. Computer-Assisted Instruction (CAI)
III. Mass Expository Lectures
IV. Differentiated Instruction
Which of the above are examples of or support individualized instruction?
(A) I, II and III
(B) I, II and IV
(C) II, III and IV
(D) I, III and IV

133. The "Keller Plan" (Personalized System of Instruction) emphasizes which of the following requirements before a student can move to the next unit?
(A) Successfully completing a collaborative group project assignment.
(B) Achieving unit assessment mastery (80–90%).
(C) Attending a mandatory minimum percentage of face-to-face lectures.
(D) Writing and submitting an extensive formal research paper on the topic.

134. Which of the following is the most significant barrier to implementing fully individualized instruction in a conventional public school?
(A) It consistently causes a noticeable decrease in overall student learning motivation across all age groups.
(B) It systematically prevents concerned parents from tracking their children's ongoing academic progress.
(C) It demands extensive teacher time, materials, and complex management.
(D) It constitutes a direct legal violation of mandated regulatory provisions under national education acts.

135. A Principal advises a teacher to use "Differentiated Instruction." This means the teacher should:
(A) Prepare and teach a completely different academic subject domain to every individual student in the class.
(B) Permanently segregate students into fixed, isolated learning ability groups based strictly on standardized IQ scores.
(C) Arbitrarily assign different final course grades to individual students regardless of their actual task performance.
(D) Tailor content, process, and products to meet diverse student needs.

136. When choosing an appropriate teaching method, which factor should be the primary consideration for a teacher?
(A) Specific learning objectives and content nature.
(B) The personal comfort level, familiarity, and teaching style preferences of the instructor.
(C) Selecting whichever instructional method requires the absolute minimum amount of preparation time.
(D) Adopting whichever modern instructional strategy happens to be currently trending on social media.

137. If a teacher's learning objective is to have students "evaluate the impact of global warming on coastal cities" (Bloom's evaluation level), which method is most appropriate?
(A) Standardized rote memorization drills
(B) Discussion or PBL
(C) Direct dictation of textbook notes
(D) Unstructured narrative storytelling

138. A Principal observes a physical education teacher trying to teach the rules of basketball by having students read a textbook silently for 40 minutes. What pedagogical critique should the Principal offer?
(A) The selected quiet reading approach is ideal and effective for maintaining overall classroom control and discipline.
(B) Rules and sports skills require demonstration and activity-based learning.
(C) The instructor ought to have utilized a historical case study analyzing famous basketball players and their achievements.
(D) The physical education instructor should rely on individual programmed instruction workbooks to teach sport mechanics.

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139. Which of the following teaching methods is best suited for teaching the pronunciation of foreign language vocabulary?
(A) Drill and practice
(B) Unstructured group brainstorming
(C) Heuristic discovery learning
(D) Problem-based scenario learning

140. A teacher wants to teach the internal structure of the human heart. Which combination of methods would be most effective?
(A) Expository lecture combined with narrative storytelling
(B) Creative group brainstorming combined with role play
(C) Model demonstration and guided inquiry
(D) Independent heuristic discovery combined with a field trip

141. The National Education Policy (NEP) 2020 strongly advocates for Art-Integrated Learning (AIL). What is the primary purpose of AIL?
(A) To systematically replace core academic subjects such as Mathematics and Science with painting and music classes.
(B) To formally train every enrolled student to pursue careers as professional visual or performing artists.
(C) To restrict artistic activities exclusively to non-academic extracurricular sessions conducted on weekends.
(D) To use art forms as pedagogical tools for joyful cross-subject learning.

142. Consider the following statements regarding Art-Integrated Learning (AIL):
I. It involves both visual and performing arts.
II. It helps in developing cognitive, psychomotor, and affective domains simultaneously.
III. It is strictly limited to primary classes and prohibited in secondary education.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

143. A Mathematics teacher asks students to create symmetrical rangoli patterns to understand the concepts of symmetry and geometry. This is an example of:
(A) Toy-based pedagogy
(B) Art-Integrated Learning
(C) Experiential learning only
(D) Rote learning

144. How does Art-Integrated Learning support inclusive education for Children with Special Needs (CWSN)?
(A) By compelling CWSN students to meet rigid, traditional academic benchmarks at an accelerated operational pace.
(B) By physically segregating and isolating special needs students inside separate visual art rooms away from peers.
(C) AIL offers no practical or pedagogical mechanisms to support inclusive education frameworks in regular schools.
(D) By providing alternative modes of expression beyond reading and writing.

145. Read the following statements and select the correct option.
Assertion (A): NEP 2020 mandates the integration of Indian arts and culture into the teaching-learning process across all levels.
Reason (R): Integrating local arts helps strengthen students' cultural identity while making learning multidisciplinary and holistic.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

146. NEP 2020 introduces the concept of "Toy-based pedagogy." This pedagogical approach utilizes toys and games primarily to:
(A) Keep younger primary students quietly occupied so classroom teachers can complete routine administrative paperwork.
(B) Directly promote and facilitate the commercial sale of specialized branded educational toys within public schools.
(C) Support cognitive, motor, and socio-emotional growth through hands-on play.
(D) Completely eliminate and replace traditional printed textbooks across all grade levels up to Class 8.

147. Which of the following is a key recommendation of NEP 2020 regarding the type of toys to be used in Toy-based pedagogy?
(A) Indigenous, eco-friendly toys (e.g., Channapatna or Kondapalli).
(B) Commercial, highly expensive electronic and imported plastic toys from foreign

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manufacturers.
(C) Advanced virtual reality (VR) hardware and digital simulated toys exclusively.
(D) Mass-produced plastic action figures and synthetic play sets exclusively.

148. How can a teacher effectively use a spinning top (lattu) as a pedagogical tool in a middle school Science class?
(A) By permitting students to interact and play with spinning tops during outdoor recess periods only.
(B) By offering the toy as a passive behavioral reward for individual students who complete homework quickly.
(C) By utilizing the toy strictly as a surface for painting and coloring during visual art class periods.
(D) To demonstrate concepts of rotational motion, balance, and friction.

149. Toy-based pedagogy is most heavily emphasized in which stage of the 5+3+3+4 school structure proposed by NEP 2020?
(A) Middle stage classrooms exclusively
(B) Foundational and Preparatory
(C) Secondary stage classrooms exclusively
(D) Higher education undergraduate programs

150. A Principal wants to integrate toy-based pedagogy in the school. Which action aligns best with the vision of NEP 2020?
(A) Completely banning all non-textbook items and toys to preserve traditional academic rigor and quiet discipline.
(B) Formally requiring parents to purchase expensive proprietary robotic engineering kits for everyday classroom use.
(C) Creating a toy library where students play and dismantle toys to learn concepts.
(D) Mandating teachers to replace all conventional laboratory equipment exclusively with simple handcrafted wooden toys.

151. Which of the following teaching methods relies heavily on the "Socratic questioning" technique?
(A) Traditional expository lecture
(B) Independent heuristic method
(C) Programmed learning instruction
(D) Questioning method

152. In a flipped classroom, which of the following activities is most likely to occur DURING the face-to-face class time?
(A) Engaging in debate, collaborative problem-solving, and lab work.
(B) Students quietly watching a mandatory 45-minute recorded video lecture on screen.
(C) Students individually sitting and reading a newly assigned textbook chapter silently.
(D) The classroom teacher delivering an uninterrupted direct monologue from a textbook.

153. Arrange the following teaching methods from most teacher-centered to most learner-centered:
I. Independent Project
II. Expository Lecture
III. Guided Discovery
IV. Demonstration
(A) II, IV, III, I
(B) II, III, IV, I
(C) I, III, IV, II
(D) IV, II, III, I

154. What is the fundamental difference between the "Project Method" and "Project-Based Learning (PBL)"?
(A) There exists zero distinction between the two concepts; both terms remain completely interchangeable across contexts.
(B) The Project Method is a classic philosophy, while PBL is a structured modern framework.
(C) The Project Method is designed strictly for early primary schools, whereas PBL applies exclusively to university studies.
(D) The Project Method restricts students strictly to individual work, whereas PBL requires collective group assignments.

155. Which of the following describes the "Round Robin" brainstorming technique?
(A) Group members sequentially share one idea each to ensure equal participation.
(B) All group participants shout out their unvetted ideas simultaneously in an unstructured manner.
(C) Only the designated group leader proposes ideas while all other members evaluate them passively.
(D) Participating students physically jog in a circular formation while brainstorming creative thoughts.

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156. The use of "Graphic Organizers" (like concept maps and Venn diagrams) is most closely associated with which instructional objective?
(A) Systematically improving psychomotor motor coordination during fine physical tasks.
(B) Directly enhancing auditory processing speed and verbal listening comprehension skills.
(C) Representing and organizing structural connections between concepts visually.
(D) Explicitly teaching correct physical posture and ergonomic body positioning during study.

157. Which instructional strategy focuses heavily on breaking down complex tasks into smaller, manageable sub-skills, demonstrating them, and providing guided practice?
(A) Open Inquiry
(B) Discovery Learning
(C) Brainstorming
(D) Direct Instruction

158. A Principal observes a Class 6 English teacher dividing students into pairs to read a passage and summarize it to each other. Which specific technique is the teacher employing?
(A) Comparative Case Study Method
(B) Heuristic Discovery Learning Method
(C) Reciprocal peer tutoring
(D) Expository Direct Lecture Method

159. Identify the incorrect statement regarding the integration of Information and Communication Technology (ICT) in teaching methods:
(A) ICT effectively facilitates flipped classroom formats through accessible recorded video lectures.
(B) ICT guarantees higher student test scores regardless of pedagogy.
(C) ICT enables realistic virtual laboratory simulations of complex, dangerous, or costly experiments.
(D) ICT actively supports blended learning models by integrating customized adaptive learning software programs.

160. Which of the following best represents the concept of "Scaffolding" in instructional delivery?
(A) Permanently lowering essential academic standards and expectations for struggling students.
(B) Providing the complete correct answer immediately to ensure the student experiences zero struggle.
(C) Punishing students for incorrect responses to build psychological resilience and mental toughness.
(D) Providing temporary support for a task and removing it as independence grows.

161. Experiential learning is fundamentally antithetical to:
(A) Rote fact memorization
(B) Structured reflective practice
(C) Active real-world experimentation
(D) Guided educational field trips

162. Consider the following statements about the "Inquiry Training Model":
I. It is designed to train students to inquire independently and scientifically.
II. It involves the teacher presenting a discrepant event or puzzling situation.
III. Students are allowed to ask questions, but the teacher only answers with "Yes" or "No".
Which of the statements given above are correct?
(A) I and II
(B) I and III
(C) II and III
(D) I, II and III

163. In the context of instructional design, what does "Task Analysis" mean?
(A) Breaking down a learning objective into component skills and prerequisites.
(B) Systematically grading and marking student examination papers at a rapid administrative pace.
(C) Assigning daily physical cleaning responsibilities and routine maintenance duties to students.
(D) Accurately calculating total financial expenses and material costs associated with a project.

164. Which teaching method is most aligned with the philosophical tenet of Pragmatism ("learning by doing")?
(A) Rote learning
(B) Lecture method
(C) Dictation
(D) Project method

165. Read the following statements and select the correct option.

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Assertion (A): Constructivist teaching methods require students to build their own understanding through experience and reflection.
Reason (R): Constructivism views the learner as an empty vessel waiting to be filled with knowledge by the teacher.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

166. A "WebQuest" is an inquiry-oriented lesson format where:
(A) Students physically catch arachnids in outdoor webs for biology observation.
(B) Classroom teachers strictly prohibit students from utilizing digital technology.
(C) Learner information is gathered primarily from web resources.
(D) Students engage in an outdoor physical treasure hunt held across the schoolyard.

167. Which of the following is a key characteristic of "Experiential Learning" as opposed to traditional academic learning?
(A) It relies fundamentally on second-hand theoretical knowledge transmission from teacher lectures.
(B) It completely isolates the learner's affective emotional state from the underlying cognitive processing.
(C) It is strictly confined and limited to instructional activities within the four walls of a classroom.
(D) It involves personal engagement, self-initiation, and self-evaluation.

168. The "Micro-teaching" technique is primarily used for:
(A) Skill acquisition and development for pre-service and in-service teachers.
(B) Demonstrating structural properties of microscopic organisms in high school biology.
(C) Deliberately pacing out a reduced, very small portion of content to primary grade children.
(D) Delivering specialized remedial instruction to students with severe learning disabilities.

169. What is the fundamental difference between a "Seminar" and a "Symposium" when used as instructional methods in higher secondary education?
(A) Seminars are conducted exclusively for natural science disciplines, whereas symposia are reserved for visual arts.
(B) Seminars feature student paper discussions; symposia feature expert talks on a theme.
(C) A seminar requires zero prior preparation from speakers, whereas a symposium requires months of formal rehearsal.
(D) There exists no structural or functional difference; both terms denote identical academic conference formats.

170. Which of the following methods relies heavily on the use of algorithms and branching logic to individualize the learning path?
(A) Traditional chalk-and-talk method
(B) Computer-Assisted Instruction
(C) Expert panel discussion format
(D) Outdoor experiential field trip

171. A teacher wishes to foster "empathy and cross-cultural understanding" among students regarding the struggles of refugees. Which method is most psychologically effective?
(A) A role-play simulation of refugee experiences followed by debriefing.
(B) Displaying raw statistical demographic data on a electronic spreadsheet.
(C) Compelling students to memorize articles of the 1951 Refugee Convention.
(D) Delivering a standard 15-minute teacher-led expository background lecture.

172. Consider the following steps involved in the Problem-Solving method:
I. Recognizing and defining the problem
II. Formulating hypotheses
III. Collecting and organizing data
IV. Testing hypotheses and drawing conclusions
Which of the following represents the correct sequential order of these steps?
(A) I, III, II, IV
(B) I, II, III, IV
(C) II, I, III, IV
(D) III, I, II, IV

173. The "Dalton Plan" is a historical example of which type of instructional approach?
(A) Traditional, highly rigid, and teacher-centric mass lecturing delivery.
(B) Enforcing strict behavioral conditioning through routine corporal punishment.

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(C) Operating exclusively through outdoor, nature-based experiential learning.
(D) Individualized learning via self-paced academic contracts.

174. Which of the following pedagogical strategies is best suited to manage a classroom with highly mixed ability levels (heterogeneous grouping)?
(A) Standardized one-size-fits-all lecturing
(B) Teaching only to the average students and ignoring the extremes
(C) Differentiated instruction and flexible grouping
(D) Exclusively using competitive norm-referenced exams

175. When implementing Art-Integrated Learning (AIL), the "art" serves as the:
(A) Core subject curriculum and exclusive content requirement itself.
(B) Pedagogical tool to explore academic concepts.
(C) Minor distraction designed to give students a quick break from study.
(D) Disciplinary punishment for students failing to submit homework on time.

176. Which of the following is an example of an "Enactive" representation in learning theory, which informs pedagogical choice?
(A) Verbally explaining a mathematical concept using symbolic mathematical formulas.
(B) Drawing a detailed visual diagram representing a mathematical concept on the board.
(C) Memorizing the written statement of a mathematical theorem directly from a textbook.
(D) Using physical blocks to demonstrate concepts through action.

177. A teacher uses a "Fishbowl" discussion technique. What does this entail?
(A) Inner circle students discuss a topic while outer circle peers observe, then swap.
(B) Students discuss academic topics while observing aquatic life inside a live fish aquarium in class.
(C) The teacher sits at the center of the room and dictates lecture notes to students sitting in a circle.
(D) Students place written paper chits into a central bowl and draw them at random to answer oral questions.

178. A Principal reviews a lesson plan where the teacher plans to teach the concept of "Democracy" by lecturing for 40 minutes and giving a 10-minute quiz. If the Principal wants to promote experiential learning, what feedback should be given?
(A) Extend the expository lecture duration to 50 minutes and completely eliminate the quiz component.
(B) Screen a feature-length documentary movie covering democratic institutions instead of lecturing.
(C) Replace the lecture with a mock election where students form parties and vote.
(D) Mandate that students read the entire textbook chapter individually as an at-home assignment.

179. According to NEP 2020, pedagogy must evolve to make education more:
(A) Experiential, integrated, inquiry-driven, and enjoyable.
(B) Heavily rote-based, highly standardized, and exam-centric.
(C) Highly specialized and rigidly compartmentalized from the earliest years.
(D) Completely dependent on external private coaching and supplementary tuition.

180. "Concept Mapping" as a teaching-learning strategy is based on the theory of meaningful learning proposed by:
(A) B.F. Skinner
(B) Ivan Pavlov
(C) Sigmund Freud
(D) David Ausubel

181. In the context of cooperative learning, "Positive Interdependence" means:
(A) Students depend exclusively on the classroom teacher for positive reinforcement and approval.
(B) Students feel their success depends on groupmates' success.
(C) Group members work entirely independently on separate tasks but receive a single shared grade.
(D) Group members compete against one another to determine who can complete assigned tasks fastest.

182. Which instructional method is best suited for addressing the affective domain (values, attitudes, and emotions)?

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(A) Linear programmed instruction modules
(B) Repeated drill and practice exercises
(C) Role-playing and value discussions
(D) Rote memorization of formal moral codes

183. When selecting a teaching method, the principle of "Economy" refers to:
(A) Always selecting the lowest-priced available printed textbook regardless of quality.
(B) Completely avoiding all educational technology platforms on the grounds of high cost.
(C) Requiring students to pay supplementary fees to access specialized teaching methodologies.
(D) Maximizing learning outcomes with optimal time, energy, and resource use.

184. The "Inductive Method" of teaching proceeds from:
(A) Specific observations to a general rule.
(B) General rules and principles to specific applications.
(C) Pure abstract theory to secondary abstract theory.
(D) Completely unknown concepts to other unknown concepts.

185. Read the following statements and select the correct option.
Assertion (A): The deductive method of teaching is generally faster for transmitting established rules and formulas than the inductive method.
Reason (R): The deductive method requires students to discover the rules through extensive trial and error.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

186. Which of the following scenarios best describes the use of a "Rubric" in a project-based learning environment?
(A) An administrative evaluation tool utilized exclusively by management to determine teacher salary bands.
(B) A scoring guide detailing evaluation criteria shared before starting.
(C) A standardized physical measuring ruler used by instructors to measure student project dimensions.
(D) A confidential, secret grading key retained by the teacher that students are never permitted to view.

187. In the context of Art-Integrated Learning (AIL), what is "Visual Art"?
(A) Arts perceived visually, like painting and sculpture.
(B) Performing arts that involve physical movement such as dance and dynamic theatre productions.
(C) Performing artistic expressions that are delivered exclusively before live audiences on stage.
(D) Graphic design creations produced exclusively through modern computer-based digital media platforms.

188. A school Principal notices that an English teacher is struggling to make a play engaging for Class 11 students. Which of the following pedagogical interventions should the Principal suggest for immediate impact?
(A) Mandate that all enrolled students copy the text of the entire play verbatim into notebooks.
(B) Completely replace the assigned play with a standardized contemporary English grammar workbook.
(C) Use role-play and readers' theatre to bring character dialogues to life.
(D) Deliver a traditional two-hour uninterrupted expository lecture on the author's biography.

189. Which of the following is a defining feature of "Self-Directed Learning"?
(A) The classroom teacher continuously dictates every individual step of the instructional process.
(B) Student learning compliance is strictly enforced through institutional punitive measures.
(C) Participating students rely entirely on assigned peer tutors while completely ignoring teachers.
(D) Learners take initiative in diagnosing needs, setting goals, and evaluating results.

190. What is a "Concept Attainment Model" of teaching?
(A) A physical instructional method where students retrieve natural objects from outside the classroom building.
(B) A purely behaviorist instructional technique centered on mechanical repetition and rote

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recall drills.
(C) An inductive strategy helping students learn concepts by contrasting positive and negative examples.
(D) A specialized instructional approach utilized solely for teaching movement skills in physical education.

191. "Makerspaces" in modern schools are primarily designed to support which pedagogical approaches?
(A) Traditional rote memorization and note dictation
(B) Project-Based Learning and tinkering
(C) Standardized written testing and silent seat reading
(D) Classical language translation and grammar practice

192. Consider the following statements about NEP 2020's stance on pedagogy:
I. It advocates a shift from summative assessment to regular and formative assessment.
II. It promotes a reduction in curriculum content to enhance essential learning and critical thinking.
III. It discourages the use of technology in early childhood education.
Which of the statements given above are correct?
(A) I and II
(B) I and III
(C) II and III
(D) I, II and III

193. The integration of "Sports" as a pedagogical tool (Sports-Integrated Learning) is recommended to develop:
(A) Teamwork, self-discipline, responsibility, and physical fitness.
(B) Developing only the specific physical strength needed to win inter-school athletic tournaments.
(C) Serving as an engaging physical distraction to provide relief from rigorous academic subjects.
(D) Training professional elite athletes who will eventually drop out of standard academic schooling.

194. In Toy-based pedagogy, the concept of a "Toy":
(A) Is strictly limited to mass-produced, commercially manufactured plastic objects bought from stores.
(B) Is confined exclusively to high-cost electronic gadgets, digital devices, and computerized software.
(C) Broadly includes traditional toys, puzzles, puppets, and child-made materials.
(D) Is considered entirely irrelevant and ineffective for fostering higher-level cognitive development.

195. How does toy-based pedagogy facilitate the teaching of Mathematics at the foundational stage?
(A) Using blocks and puzzles to teach counting, patterns, and spatial skills concretely.
(B) By forcing young children to memorize multiplication tables using a toy pointer during recitation.
(C) By completely replacing formal mathematics instruction with periods of free, unstructured play.
(D) By utilizing toys exclusively as external behavioral rewards after children write numbers correctly.

196. The "Montessori Method" is closely aligned with which of the following approaches?
(A) Traditional, highly rigid teacher-led lecturing and dictation methods.
(B) Continuous high-stakes standardized paper-and-pencil testing starting from age 3.
(C) Exclusively screen-based digital learning and software-driven instruction.
(D) Hands-on learning and self-directed activity in a prepared environment.

197. Which of the following constitutes an "Authentic Assessment" in a Project-Based Learning environment?
(A) Administering a traditional multiple-choice paper-and-pencil examination covering project facts.
(B) Evaluating student presentations or portfolios against real-world standards with a rubric.
(C) Delivering a brief true/false diagnostic quiz immediately before the actual project work commences.
(D) Evaluating and grading individual students based primarily on how quietly they behaved in class.

198. A Principal receives a complaint from parents that their children are "just playing with toys" in Class 2 instead of studying from books. How

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should the Principal best justify the use of Toy-based pedagogy pedagogically?

(A) Publicly state that the grade-level teachers are being lazy and will receive formal administrative reprimands.

(B) Concede completely to parental concerns and immediately issue a school-wide prohibition on classroom toys.

(C) Explain that foundational learning occurs best through play and physical manipulation of objects.

(D) Inform concerned parents that purchasing classroom toys is substantially cheaper than procuring printed books.

199. What is the primary focus of "Constructivism" as a pedagogical theory?

(A) Knowledge is passively received and absorbed by individual learners directly from the environment.

(B) Knowledge is purely biological, genetic, and innately encoded within the human brain from birth.

(C) Knowledge is acquired exclusively through environmental stimulus-response behavioral conditioning.

(D) Knowledge is actively built by learners through world experiences.

200. Ultimately, the effectiveness of any teaching method depends primarily on the teacher's ability to:

(A) Adapt the method to student needs, readiness, and learning environment.

(B) Strictly adhere to the chosen methodology without any operational deviation, regardless of classroom dynamics.

(C) Consistently procure and deploy the absolute most expensive technological software tools available on the market.

(D) Rapidly complete the prescribed curriculum within the shortest possible timeframe during the school term.

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ANSWERS

1. (A) They range from highly teacher-centered approaches to highly learner-centered approaches.
Instructional delivery methods exist across a continuous spectrum defined by the degree of control and directiveness exercised during the teaching process. At one extreme lie traditional teacher-centered strategies where knowledge is directly transmitted. At the opposite extreme are learner-centered strategies that prioritize student autonomy, active discovery, and collaborative engagement throughout learning activities.

2. (A) I and II
Autocratic teaching styles position the instructor as the primary authority, relying heavily on direct expository techniques such as lectures and formal demonstrations. Conversely, democratic teaching styles focus on shared responsibility, encouraging interactive participation, open discussions, and peer collaboration. Laissez-faire approaches minimize direct supervision, allowing learners maximum freedom rather than enforcing strict teacher control over instructional materials.

3. (A) Guided inquiry
Indirect teaching strategies place the learner at the center of the instructional process, prompting them to discover concepts through personal inquiry, critical thinking, and structured problem-solving. Guided inquiry engages students in actively analyzing information, testing hypotheses, and reaching conclusions, whereas expository lectures, drill exercises, and direct demonstrations rely on explicit, direct transmission of information from teacher to student.

4. (D) Programmed Instruction – Group-centered approach
Programmed instruction is an individualized self-learning technique designed to allow learners to progress at their own pace through structured, sequential content frames with immediate feedback. It is inherently individual-centered rather than group-centered. In contrast, heuristic methods focus on individual discovery, project methods emphasize active group or practical tasks, and direct lectures exemplify teacher-centered instructional delivery.

5. (C) A is true but R is false
Learner-centered teaching redefines the educator role into that of a facilitator who supports, guides, and scaffolds student discovery rather than serving as a central lecturer. However, shifting to learner-centered methods increases student active cognitive engagement rather than eliminating cognitive effort, requiring learners to process, synthesize, and apply complex information actively instead of receiving facts without effort.

6. (C) The teacher presents the subject matter in its final, organized form.
Expository instruction is characterized by the direct presentation of structured academic content to learners in its final, complete form. The educator organizes, explains, and illustrates concepts systematically, eliminating the need for students to independently discover underlying rules or principles. This approach emphasizes efficient content delivery, logical organization, and clear verbal communication from the instructor to the class.

7. (D) It facilitates rapid and structured coverage of large amounts of factual information.
The principal advantage of direct expository lecturing lies in its efficiency for transmitting comprehensive, well-structured factual content to substantial groups of students within strict time constraints. It enables educators to introduce complex theoretical concepts systematically, establish foundational background knowledge quickly, and outline curricular frameworks effectively, although it provides limited opportunities for individualized pacing or hands-on engagement.

8. (A) The teacher should use intermittent questions and visual aids to break monotony and assess comprehension.
Uninterrupted lecturing often leads to cognitive fatigue and passive disengagement among students. Integrating periodic questioning techniques, interactive pauses, and relevant visual

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aids effectively breaks monotony, maintains learner attention, and allows the educator to monitor student understanding continuously. Transforming passive listening into an interactive experience enhances information retention without requiring the complete abandonment of structured expository content.

9. (B) It often fails to accommodate individual learner differences and varied pacing.
A fundamental limitation of traditional expository lecturing is its rigid, uniform pace, which delivers instruction to the whole class simultaneously. This standard delivery speed frequently overlooks diverse cognitive backgrounds, learning preferences, and varying processing rates among students, leaving struggling learners behind while failing to challenge advanced students who require more complex intellectual engagement or practical application.

10. (B) II, III, IV, I
An effective instructional lecture follows a logical structural progression designed to maximize learning efficiency. The educator begins by stating clear learning objectives and introducing the main topic to activate prior knowledge. Next, core content is systematically delivered, followed by checking learner comprehension through brief questions, and concluding with a concise summary that reinforces key takeaways.

11. (A) Implementing "Think-Pair-Share" segments every 15 minutes
Traditional lectures become interactive and pedagogically modern when interspersed with active learning strategies like Think-Pair-Share. Pausing delivery every fifteen minutes encourages students to individually process a prompt, discuss insights with a peer, and share findings with the class. This brief collaborative interaction refreshes attention spans, deepens cognitive understanding, and promotes active student involvement within large classes.

12. (B) I, III and IV
Lecturing is an economical, efficient method for introducing complex theoretical frameworks to large groups, relying primarily on auditory reception and verbal communication. However, because it centers on direct information transmission, it is inherently unsuited for developing physical motor skills or psychomotor coordination, which require direct hands-on practice, physical repetition, and personal practical engagement under guided feedback.

13. (D) Social constructivism and shared meaning-making
Classroom discussion grounded in social constructivist principles views learning as an active social process where knowledge is constructed through dialogue, collaboration, and shared reflection. By exchanging diverse viewpoints, evaluating arguments, and defending interpretations, participants collectively build deeper conceptual understanding, moving beyond passive reception toward active meaning-making within a supportive collaborative environment.

14. (C) Panel discussion
A panel discussion features a select group of knowledgeable individuals or experts who converse on a designated topic in front of an audience under the guidance of a moderator. Following this focused interchange, the session transitions into an interactive question-and-answer period where audience members engage directly with panel members to clarify concepts and explore deeper insights.

15. (B) To serve as a neutral moderator guiding discussion flow and synthesizing student contributions.
In student-centered discussion settings, the educator acts primarily as a neutral facilitator rather than an authoritative lecturer. The instructor establishes clear boundaries, guides the logical flow of conversation, prompts critical thinking with open-ended questions, ensures equitable participation among all students, and periodically synthesizes key contributions to ensure alignment with targeted instructional objectives.

16. (C) A is true but R is false
Classroom discussion cultivates higher-order cognitive skills, analytical reasoning, and open-minded consideration of diverse perspectives through collaborative dialogue. However, because discussion requires extensive student interaction, debriefing, and collective reflection, it is time-intensive and structurally unsuited for rapidly rushing through a lengthy curriculum compared to direct teacher lecturing or expository summary techniques.

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17. (A) It may be dominated by articulate students while introverts remain passive.
Conducting discussions in large classroom environments often leads to uneven participation, as assertive or highly vocal students naturally dominate conversation flow. Shy or introverted learners may feel intimidated and adopt passive roles, preventing full class engagement unless the instructor actively manages turn-taking, implements structured pair activities, and creates a supportive atmosphere for quiet contributors.

18. (C) Set clear ground rules, focus on learning objectives, and steer the debate back to the topic.
When classroom conversations drift off course or lose focus, effective instructional leadership requires resetting structure rather than abandoning interactive methods. Establishing clear participation guidelines, refocusing student attention on essential learning objectives, and gently redirecting tangential debate maintains an orderly, productive environment while safeguarding the pedagogical benefits of collaborative dialogue and active student engagement.

19. (A) It requires students to independently perform the experiment before the teacher does.
The demonstration method involves an expert showing procedures, phenomena, or skills step-by-step while explaining underlying concepts to observing students. Learners do not execute experiments beforehand; instead, they observe, analyze, and ask questions during the demonstration, benefiting from combined visual and auditory input while saving expensive lab resources compared to individual student experimentation.

20. (D) Concrete to abstract
Demonstration method relies fundamentally on the pedagogical maxim of moving from the concrete to the abstract. By presenting tangible equipment, physical models, or observable scientific reactions directly to students, the teacher establishes a concrete sensory foundation that enables learners to comprehend abstract theoretical principles, underlying mathematical relationships, and unseen scientific concepts more effectively.

21. (B) The demonstration must be clearly visible to all students in the classroom.
Instructional effectiveness in demonstration teaching depends entirely on visual accessibility. If students cannot clearly observe the apparatus, procedural steps, or physical transformations being demonstrated, the pedagogical value is compromised. Ensuring optimal lighting, elevated display surfaces, appropriate seating arrangements, or enlarged visual displays is essential for all learners to follow and process the activity.

22. (A) I, II and III
Organizing an effective classroom demonstration requires thorough instructor preparation, including rehearsing the procedure beforehand, arranging necessary apparatus logically on the presentation table, and clearly introducing learning objectives to students. Restricting student inquiries strictly until after class ends is detrimental, as addressing questions in real time clarifies immediate misconceptions during visual execution.

23. (D) It deprives students of hands-on experience with equipment.
While demonstration efficiently shows scientific techniques or dangerous procedures to entire classes safely, its main limitation as a substitute for laboratory work is the lack of direct physical manipulation by students. Learners remain observational spectators, missing essential tactile experience, personal error correction, and hands-on skill mastery that individual laboratory experimentation inherently provides.

24. (A) Use the failure to discuss troubleshooting, variables, and scientific inquiry.
Unexpected equipment failures during scientific demonstrations present valuable learning opportunities when handled constructivly. Rather than concealing errors or assigning blame, effective educators utilize unexpected outcomes to model scientific inquiry, guide students through systematic troubleshooting, analyze experimental variables, and explore theoretical reasons behind the malfunction, fostering critical thinking and problem-solving resilience.

25. (A) Both A and R are true and R is the correct explanation of A
Socratic questioning serves as an effective formative assessment tool because it provides

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continuous, real-time insight into student thinking processes. By asking targeted diagnostic questions, educators expose conceptual misunderstandings, evaluate reasoning depth, and immediately adapt instruction to address learning gaps, ensuring that students systematically construct coherent understanding through guided self-reflection and dialogue.

26. (B) The pause between asking a question and calling on a student to answer.
In questioning methodology, wait time denotes the intentional silence observed after a teacher poses a question before inviting a student response. Allowing adequate wait time gives learners necessary cognitive processing space to analyze the question, retrieve background knowledge, formulate structured thoughts, and develop higher-quality responses, significantly improving participation and response depth.

27. (A) Divergent questions
Divergent questions promote higher-order thinking by encouraging multiple valid solutions, critical evaluation, creative synthesis, and open exploration without limiting students to single predetermined facts. In contrast, closed-ended, recall, or rhetorical questions primarily assess lower-level cognitive functions such as factual memory retrieval and basic recognition without challenging analytical reasoning capabilities.

28. (C) Distribute questions evenly to ensure active engagement of all students.
Effective classroom questioning requires equitable distribution across all physical areas of the learning space rather than focusing solely on specific seating rows. Broadening question distribution maintains universal alertness, minimizes behavioral disruptions, encourages passive learners to engage, and ensures that every student feels included in the collective cognitive discourse of the lesson.

29. (D) Asking multiple complex questions at once (double-barreled questions).
Asking double-barreled or multiple simultaneous questions represents poor questioning technique because it overloads working memory and creates cognitive confusion among learners. Effective pedagogical questioning requires posing single, clearly phrased prompts, providing appropriate wait time for reflection, and then selecting individual students to respond before systematically probing or extending their answers.

30. (C) Fostering moral values, imagination, and foundational listening skills
Storytelling is an impactful instructional strategy for developing affective and cognitive domains in early and middle childhood. Narrative formats capture attention, stimulate creative imagination, enhance auditory comprehension, and illustrate complex moral dilemmas or social values through relatable character experiences, making abstract ethical concepts concrete and memorable for developing minds.

31. (B) It should feature a structured narrative aligned with a specific learning objective.
An effective educational story combines engaging narrative elements with clear, targeted instructional objectives. While creative storytelling incorporates expressive tone, relatable characters, and dramatic arc, every component must intentionally align with the learning goals of the lesson, ensuring that entertainment supports rather than distracts from conceptual understanding and skill development.

32. (B) II and III
Storytelling is a versatile cross-curricular teaching strategy not limited to language arts. In history and social sciences, historical narratives build cultural awareness, empathy, and perspective-taking. Additionally, stories serve as effective introductory hooks across science and mathematics, sparking initial curiosity, activating background knowledge, and contextually grounding new theoretical concepts.

33. (A) By inviting students to predict outcomes, adapt endings, or co-create storylines.
Constructivist approaches transform storytelling from passive listening into an active, student-centered learning experience. Educators make storytelling interactive by encouraging learners to predict plot developments, analyze character choices, propose alternative resolutions, or collaboratively construct narrative branches, thereby promoting deeper critical reflection, language expression, and creative problem-solving skills during instruction.

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34. (C) It struggles to build the rigorous analytical and quantitative skills needed at higher levels.
While storytelling excels at introducing themes, fostering empathy, and illustrating historical or moral contexts, relying solely on narratives in higher secondary education presents limitations. Advanced academic disciplines demand formal mathematical derivation, rigorous quantitative analysis, structured logical proofs, and abstract theoretical modeling that narrative methods alone cannot fully develop or assess.

35. (C) A is true but R is false
Project-Based Learning integrates knowledge across multiple academic disciplines to address complex real-world problems. By encouraging students to synthesize perspectives from science, mathematics, and social studies, project learning reflects authentic problem-solving contexts. It does not isolate knowledge into narrow subject boundaries, but rather emphasizes interconnected conceptual frameworks and practical applications.

36. (D) An approach where students actively explore real-world problems to acquire knowledge.
Project-Based Learning is an active, learner-centered methodology where students acquire deep conceptual understanding and practical skills by working over an extended period to investigate and respond to complex, authentic real-world challenges. This approach prioritizes active inquiry, critical thinking, collaboration, and student agency over passive memorization of abstract theoretical content.

37. (B) Rote fact memorization
Core characteristics of high-quality Project-Based Learning include sustained inquiry, meaningful student choice, authentic real-world context, continuous self-reflection, peer feedback, and presenting polished final products to public audiences. Rote memorization of isolated facts is fundamentally opposed to project-based principles, which emphasize deep conceptual understanding, critical analysis, collaboration, and practical application.

38. (C) It lacks sustained inquiry, open problem-solving, and student autonomy.
Completing a highly scripted, step-by-step activity in a single class period represents a simple hands-on exercise rather than authentic Project-Based Learning. True project learning requires extended timelines, sustained inquiry, open-ended problem-solving, critical decision-making, and significant student autonomy, moving beyond following rigid teacher-provided manuals or executing standardized short-term tasks.

39. (D) Pragmatism
The Project Method is rooted in pragmatic philosophy, particularly the educational theories of John Dewey and William Heard Kilpatrick. Pragmatism asserts that truth and knowledge are validated through practical action, real-world experience, and problem-solving, emphasizing that meaningful learning occurs when students engage in purposeful, active tasks connected to reality.

40. (A) Expository project
In classic educational literature established by William Kilpatrick, projects are categorized into four distinct types: producer or constructive projects (creating a tangible artifact), consumer or aesthetic/enjoyment projects (experiencing art or literature), problem projects (solving a intellectual difficulty), and drill/specific learning projects (mastering a skill). Expository project is not a recognized category.

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41. (A) III, I, II, IV, V
The standard implementation framework for the Project Method follows five sequential stages. First, the teacher provides or helps select a meaningful situation or purpose. Second, students develop a detailed plan. Third, they execute the plan practically. Fourth, they evaluate the process and product against objectives. Finally, students record complete project reports.

42. (B) I and III
Evaluation in the Project Method is an essential reflective stage where learners critically analyze their work, review challenges encountered, and determine whether original project goals were achieved. Rather than relying exclusively on external testing, it incorporates active student self-assessment and group reflection to foster metacognitive awareness and continuous learning improvement.

43. (A) It bridges classroom learning with real-life application.
A major advantage of the Project Method is its ability to connect theoretical classroom knowledge

with practical real-world applications. By working on authentic, meaningful tasks, students develop interdisciplinary understanding, critical thinking, problem-solving capabilities, and social collaboration skills, making learning relevant, engaging, and directly applicable beyond school environments.

44. (C) Medical education
Problem-Based Learning was originally developed during the late 1960s at McMaster University Medical School. Designed to help medical students analyze realistic patient cases, synthesize clinical data, and apply theoretical knowledge to diagnostic problem-solving, this student-centered methodology was subsequently adapted across engineering, law, business, and secondary school curricula.

45. (A) Both A and R are true and R is the correct explanation of A
In Problem-Based Learning, students are deliberately confronted with complex, real-world problems prior to formal instruction on relevant concepts. The presented scenario acts as the primary catalyst, driving learners to identify their own information gaps, research necessary theoretical principles independently, and apply new knowledge directly to resolve the challenge.

46. (C) Facilitator or coach
In Problem-Based Learning environments, the teacher transitions away from traditional direct lecturing to assume the role of a cognitive facilitator or coach. The educator guides student inquiry, asks probing questions, monitors group dynamics, supports metacognitive reflection, and scaffolds learning processes without directly supplying solutions or dominating classroom discussions.

47. (B) Presentation of an ill-structured problem
Problem-Based Learning initiates with the introduction of an ill-structured, open-ended problem scenario that mirrors real-world complexity. Ill-structured problems lack single simple solutions, compelling learners to define the problem parameters, identify necessary learning goals, gather relevant evidence, analyze options, and collaboratively construct viable solutions through systematic inquiry.

48. (D) Problem-Based Learning
Presenting an authentic environmental crisis, such as sudden fish deaths, and requiring students to investigate underlying scientific causes and formulate solutions exemplifies Problem-Based Learning. Students take ownership of their learning, identify information needs, conduct research across scientific domains, and apply newfound knowledge to resolve the open-ended real-world scenario.

49. (A) It culminates in an authentic product or performance.
A key distinction between Project-Based Learning and Problem-Based Learning lies in the ultimate outcome. While both approaches emphasize active inquiry and real-world scenarios, Project-Based Learning specifically culminates in the creation of a tangible, authentic product, model, or public performance, whereas Problem-Based Learning focuses primarily on formulating solutions to complex scenarios.

50. (C) The inquiry process and finding solutions to specific scenarios.
While Project-Based Learning often emphasizes producing a tangible artifact or final performance, Problem-Based Learning focuses heavily on the analytical inquiry process itself. It prioritizes defining scenario parameters, evaluating hypotheses, applying clinical or logical reasoning, and formulating robust solutions to open-ended problems, placing process above product construction.

51. (A) Problem-Based Learning
Utilizing ill-structured, ambiguous real-world scenarios, placing primary emphasis on step-by-step analytical reasoning, and aiming for effective problem resolution rather than producing physical artifacts are defining hallmarks of Problem-Based Learning. This approach effectively trains learners to navigate complexity, diagnose underlying causes, and evaluate strategic solutions across diverse domains.

52. (A) I, II and IV
Both Project-Based Learning and Problem-Based Learning are active, learner-centered strategies where the educator serves as a facilitator. A fundamental distinction is that project learning often centers on creating a tangible end product, whereas problem learning focuses on the scenario solution process. Both models extensively utilize

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collaborative group work rather than prohibiting it.

53. (B) Learning happens best through physical and mental action.
Activity-Based Learning is founded on the core psychological principle that children construct knowledge most effectively when actively involved in physical and mental tasks. Engaging directly with sensory materials, performing experiments, playing educational games, and manipulating learning aids promotes deeper conceptual understanding, retention, and intrinsic interest compared to passive listening.

54. (C) National Curriculum Framework (NCF) 2005
The National Curriculum Framework 2005 strongly advocated for Activity-Based Learning across primary education in India. NCF 2005 emphasized shifting away from textbook-centric rote memorization toward learner-centered, joyful, and contextualized pedagogy, explicitly encouraging active engagement, hands-on tasks, and play-based learning environments that foster holistic child development across schools.

55. (A) Both A and R are true and R is the correct explanation of A
Implementing Activity-Based Learning significantly reduces primary school dropout rates by transforming traditional classrooms into engaging, child-friendly learning environments. Replacing passive seatwork with interactive, hands-on activities reduces academic anxiety, fear of failure, and monotony, making school relevant and enjoyable, which directly enhances daily attendance, student motivation, and retention.

56. (A) Milestones and learning ladders
Structured Activity-Based Learning systems, such as the learning ladder model widely used in primary schools, organize educational content into sequential milestones and learning ladders. Students progress individually through self-directed activity cards, hands-on tasks, and assessment steps mapped along visual ladders, ensuring continuous learning tracking and self-paced mastery.

57. (B) Providing flexible seating and accessible learning materials.
Administrative implementation of Activity-Based Learning requires creating flexible classroom environments that support active exploration. School leaders must ensure easily accessible, low-cost learning aids and adaptable seating arrangements that permit smooth transitions between individual tasks, small group collaboration, and whole-class interactions, moving away from rigid seating configurations.

58. (B) Concrete Experience → Reflective Observation → Abstract Conceptualization → Active Experimentation
David Kolb's Experiential Learning Cycle comprises four continuous sequential stages. Learning begins with a Concrete Experience, followed by Reflective Observation on that experience. Next, the learner forms Abstract Conceptualization by synthesizing insights into theoretical rules, which are subsequently tested in new situations through Active Experimentation, restarting the cyclical learning process.

59. (A) Forming or modifying abstract concepts based on reflection.
Within Kolb's Experiential Learning Cycle, Abstract Conceptualization represents the critical stage where learners synthesize reflective observations into logical theories, general principles, or abstract concepts. Rather than remaining tied solely to isolated sensory experiences, students integrate insights into broader cognitive frameworks that explain underlying patterns and guide future action.

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60. (C) Knowledge creation through the transformation of experience.
Experiential learning theory defines learning as a continuous process where knowledge is created through the transformation of experience. It emphasizes that meaningful understanding emerges from active engagement, critical reflection, abstract conceptualization, and practical application, positioning the learner as an active agent shaping knowledge rather than a passive target for information transmission.

61. (D) Accommodating – Abstract Conceptualization + Reflective Observation
In Kolb's learning styles model, the Accommodating style combines Concrete Experience and Active Experimentation,

focusing on hands-on action and adapting to new circumstances. Conversely, Abstract Conceptualization combined with Reflective Observation defines the Assimilating learning style, which centers on constructing sound logical theories and detailed conceptual analysis.

62. (A) I and II
Cooperative learning relies on small heterogeneous groups working collaboratively toward shared learning goals while maintaining individual accountability for every member. Positive interdependence ensures that team members support each other's overall success. Negative interdependence, where one student's success causes another's failure, characterizes competitive learning structures rather than cooperative environments.

63. (B) Homogeneous IQ grouping
The five essential elements of Cooperative Learning established by Johnson and Johnson are positive interdependence, individual accountability, promotive face-to-face interaction, interpersonal and small-group social skills, and group processing. Grouping students by homogeneous IQ is not an essential element; cooperative learning intentionally utilizes heterogeneous grouping to enrich learning dynamics.

64. (D) Home group members become topic experts, then cross-teach their peers.
The Jigsaw technique is a cooperative learning strategy where students are assigned to home groups and specific subtopics. Learners leave home groups to meet in expert groups, master their assigned subtopic, and then return to home groups to teach their peers, ensuring positive interdependence and individual accountability across the lesson.

65. (A) Both A and R are true and R is the correct explanation of A
Cooperative learning significantly enhances students' interpersonal skills and emotional intelligence because group success depends on effective communication, constructive conflict resolution, mutual trust, and active listening. Navigating group tasks requires learners to understand diverse perspectives, manage shared responsibilities, and support peers, directly building key socio-emotional competencies alongside academic mastery.

66. (C) To let students articulate and test ideas collaboratively before class sharing.
In a Think-Pair-Share activity, the middle "Pair" phase provides students a low-stakes environment to articulate, refine, and validate their initial thoughts with a partner. Discussing ideas in pairs increases confidence, deepens conceptual clarity, and lowers participation anxiety before sharing insights in front of the whole class.

67. (A) Collaborative learning uses student self-organization, while cooperative learning uses assigned roles.
While both involve group interaction, cooperative learning is more teacher-structured, featuring explicitly assigned roles, specific task procedures, and direct monitoring. Collaborative learning grants higher student autonomy, encouraging learners to self-organize, co-construct knowledge, explore open-ended concepts, and negotiate group processes independently, reflecting advanced social constructivist learning models.

68. (D) Class A is Cooperative; Class B is Collaborative
Class A utilizes cooperative learning because the teacher establishes structured group roles like Timekeeper, Recorder, and Summarizer to guide task completion. Class B demonstrates collaborative learning, as students autonomously form teams, self-regulate their workflow, and co-create an original essay without teacher-assigned operational roles, reflecting student-driven knowledge construction.

69. (B) Social Constructivism
Collaborative Learning is fundamentally rooted in Social Constructivism, prominently associated with Lev Vygotsky. Social constructivism asserts that cognitive development and knowledge acquisition occur primarily through social interactions, language exchange, and collaborative dialogue within a cultural context, enabling learners to solve complex problems effectively through shared peer scaffolding.

70. (C) Unstructured dynamics may cause free-riding if unmonitored.
A common challenge in collaborative learning environments is the emergence of free-riding or social loafing, where certain group members rely on motivated peers to complete assigned tasks without contributing equally. Without clear accountability frameworks, teacher monitoring,

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and individual performance evaluation, unstructured group dynamics can reduce active engagement for all participants.

71. (D) Students act as academic tutors and tutees to help each other learn.
Peer tutoring is an instructional strategy where students teach and support fellow classmates in academic areas. Operating either as cross-age or same-age pairs, one student serves as the tutor explaining concepts, while the other acts as the tutee, fostering personalized learning, active practice, and supportive social interaction.

72. (A) I and II
Peer tutoring formats include cross-age tutoring, where older students instruct younger learners, and same-age tutoring, where classmates of similar age work together. The common belief that peer tutoring only benefits the tutee is false; tutors gain substantial cognitive reinforcement, deeper conceptual mastery, and enhanced communication skills by teaching others.

73. (B) Material consolidation and enhanced confidence
Serving as a peer tutor provides significant cognitive and affective benefits. Preparing and explaining concepts forces tutors to consolidate their own understanding, restructure knowledge, and identify personal learning gaps. Successfully guiding a peer enhances academic confidence, communication skills, and empathy, demonstrating that teaching content deepens the instructor's mastery.

74. (B) Training tutors to explain concepts and provide constructive feedback.
For a school peer tutoring program to succeed, administrators and teachers must provide structured training for tutors. Tutors need effective guidance on active listening, breaking down complex tasks, asking probing questions, delivering encouraging feedback, and managing sessions patiently, ensuring that peer interactions remain instructionally effective and supportive for all participants.

75. (A) Both A and R are true and R is the correct explanation of A
Peer tutoring successfully reduces academic anxiety for struggling students who feel intimidated asking teachers questions. Because peers operate at similar linguistic, social, and cognitive developmental levels, explanations are often expressed in accessible everyday language within a non-threatening environment, facilitating comfortable dialogue, active questioning, and effective conceptual comprehension.

76. (C) Combines face-to-face classroom teaching with digital learning.
Blended learning is an instructional methodology that strategically combines traditional face-to-face classroom instruction with online digital learning activities. This hybrid model leverages the benefits of direct teacher interaction, physical classroom collaboration, and self-paced digital content access, providing learners with greater flexibility, control over learning speed, and personalized instruction.

77. (D) The Rotation Model
In blended learning, the Rotation Model describes a structure where students rotate on a fixed schedule or at the teacher's discretion between different learning stations. At least one of these stations involves online digital learning, while others include small-group instruction, group projects, or pencil-and-paper individual assignments within the physical classroom.

78. (C) Equitable student access to digital devices and reliable internet.
Successful integration of blended learning requires addressing digital infrastructure equity first. School administrators must ensure all students have reliable access to digital hardware, internet connectivity, and learning management systems both at school and at home, preventing digital divide inequities from compromising learning outcomes across diverse student populations.

79. (B) Online delivery forms the primary core, with teacher support on an as-needed basis.
In the Flex Model of blended learning, online instruction forms the central backbone of learning, with students progressing through digital modules at their own pace within a physical school setting. The teacher provides targeted, small-group remediation, individualized tutoring, and flexible support on an as-needed basis rather than lecturing.

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80. (D) Differentiated, self-paced learning for diverse students.
The principal pedagogical advantage of blended learning lies in its capacity for differentiated,

self-paced instruction. Digital platforms allow students to pause, review, or accelerate learning content according to individual needs, while face-to-face classroom time provides targeted teacher guidance, collaborative activities, and deeper application, accommodating diverse learning rates and preferences.

81. (A) Direct instruction moves to pre-class homework, while practice occurs during class time.
The Flipped Classroom model inverted traditional instructional order. Direct content instruction and lecture viewing are moved outside the classroom as pre-class homework using video recordings or readings. Consequently, valuable face-to-face classroom time is freed up for active problem-solving, collaborative projects, peer discussions, and targeted teacher guidance.

82. (A) I and II
Flipped learning reallocates classroom time toward higher-order cognitive activities like evaluation and problem-solving, requiring students to assume responsibility for foundational content preparation before class. Assuming students naturally possess perfect self-regulation without explicit teacher support is unrealistic; educators must teach time-management and self-directed study strategies to ensure pre-class readiness.

83. (A) Remembering and understanding concepts
Under Bloom's Taxonomy, the Flipped Classroom moves lower-order cognitive tasks—specifically remembering factual information and understanding basic concepts—to the home environment via pre-class instructional videos or readings. Higher-order cognitive tasks, including applying, analyzing, evaluating, and creating, are prioritized during face-to-face classroom sessions with collaborative peer and teacher support.

84. (D) Unprepared students who skip pre-class material undermine active learning.
A common operational hurdle in flipped classrooms occurs when students arrive without completing assigned pre-class reading or video materials. Unprepared learners struggle to participate in higher-level collaborative tasks and problem-solving exercises, forcing teachers to choose between spending valuable class time remediating missed content or leaving non-compliant students behind.

85. (A) Both A and R are true and R is the correct explanation of A
The flipped classroom model significantly enhances direct teacher-student interaction during class time because live whole-class lecturing is removed. Releasing active class hours allows the educator to circulate around the room, observe student application, provide immediate feedback, clarify specific misconceptions, and offer tailored support to struggling individual learners.

86. (C) Progressive Experientialism
Inquiry-based learning is strongly rooted in progressive experiential philosophy, pioneered by educational thinkers like John Dewey. Progressive experientialism emphasizes that effective learning stems from active investigation, critical questioning, real-world experience, and hands-on problem-solving, rejecting passive transmission of facts in favor of student-centered exploration and continuous conceptual discovery.

87. (D) Structured Inquiry
Structured inquiry is an entry-level inquiry approach where the teacher provides both the overarching research question and the step-by-step procedural framework. Students conduct the investigation according to these guidelines, collect data, and determine outcomes independently, developing foundational inquiry and experimental skills before progressing to guided or open inquiry formats.

88. (A) Guided Inquiry
Guided inquiry occurs when the teacher presents an open research question while allowing students autonomy to formulate hypotheses, design investigation procedures, collect evidence, and draw conclusions. Providing the question while letting learners structure the method balances pedagogical scaffolding with authentic scientific inquiry, fostering critical thinking and active problem-solving skills.

89. (B) Formulating hypotheses and gathering evidence
A defining feature of inquiry-based learning is the active scientific investigation process. Students engage in identifying problems, posing testable hypotheses, designing experiments, gathering empirical evidence, analyzing data, and drawing logical conclusions. This approach systematically prioritizes critical thinking and

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evidentiary reasoning over passive memorization or unquestioned acceptance of provided information.

90. (B) It develops strong research skills and scientific literacy.
Open inquiry grants students high autonomy to generate questions, design research methodologies, analyze empirical evidence, and formulate findings independently. Utilizing open inquiry in higher secondary education cultivates advanced research capabilities, information literacy, critical evaluation, and genuine scientific temper, preparing learners for complex higher education and professional inquiry settings.

91. (A) Jerome Bruner
Discovery Learning was prominently advocated by cognitive psychologist Jerome Bruner. Bruner proposed that learners build their own understanding by actively organizing and transforming information, discovering fundamental concepts, patterns, and principles independently. He strongly emphasized the spiral curriculum and building intuitive, heuristic problem-solving capabilities through self-directed investigation.

92. (A) I, II and III
Discovery Learning encourages learners to draw upon prior knowledge to discover underlying conceptual relationships, fostering intrinsic motivation through curiosity and mastery. It prioritizes the cognitive learning process over memorizing end products. It directly opposes pure direct instruction and mechanical rote memorization, promoting active structural understanding through guided continuous exploration.

93. (D) It teaches the "heuristics of discovery," enhancing future problem-solving.
A key cognitive justification for discovery learning is that it equips students with the "heuristics of discovery"—generalized strategies for problem solving, inquiry, and analytical thinking. Experiencing discovery firsthand teaches learners how to ask effective questions, test hypotheses, and process information, making them autonomous, adaptable problem solvers in novel contexts.

94. (C) An approach where teachers provide clues and structure for student discovery.
Guided discovery is an instructional strategy where the teacher carefully scaffolds the learning environment by providing strategic prompts, structured tasks, and targeted questions. Rather than giving explicit direct answers or leaving students entirely unguided, the instructor leads learners to discover fundamental concepts, rules, and relationships through structured personal insight.

95. (B) It overloads working memory in novice learners, causing cognitive confusion.
A recognized limitation of unguided, pure discovery learning is that novice learners often lack foundational cognitive schemas. Without adequate instructional scaffolding, search processes overload working memory, causing cognitive confusion, severe misconceptions, and frustration. Effective instruction requires structured guidance to optimize cognitive load while supporting active learner discovery.

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96. (D) Multiple teachers collaboratively plan, deliver, and evaluate instruction for a group.
Team teaching is a collaborative pedagogical approach where two or more educators share responsibility for planning, delivering, and evaluating instruction for a common group of students. By co-teaching, instructors combine specialized subject knowledge, diverse teaching styles, and varied assessment strategies to enhance learning quality and support student needs.

97. (A) It allows teachers to pool their diverse pedagogical strengths and subject expertise.
The primary advantage of team teaching is the synergistic pooling of teacher expertise, domain knowledge, and instructional techniques. Combining diverse teacher strengths allows for interdisciplinary instruction, varied presentation styles, dynamic classroom management, and differentiated support, enriching the educational experience beyond what a single teacher working in isolation could deliver.

98. (C) Providing scheduled shared planning time for both teachers.
Successful team teaching relies fundamentally on dedicated, administrative common planning time. Shared planning enables co-teachers to align instructional goals, coordinate lesson

delivery, design cohesive assessment frameworks, discuss individual student needs, and resolve teaching style differences, ensuring a seamless collaborative learning environment rather than disjointed, fragmented daily instruction.

99. (A) Lead-assist model
In the Lead-Assist model of team teaching, one co-teacher assumes primary responsibility for delivering whole-class instruction, presenting concepts, and pacing the lesson. Meanwhile, the second teacher circulates through the classroom, offering quiet individual assistance, monitoring student behavior, managing learning materials, and assessing student comprehension in real time.

100. (D) Teachers divide content into stations through which student groups rotate.
Station teaching involves dividing instructional content into separate learning stations around the classroom. Each co-teacher takes responsibility for a specific station, while additional stations may feature independent or peer-group activities. Student groups rotate systematically through all stations, receiving targeted, small-group instruction from each teacher during the instructional session.

101. (B) Analyzing real-world scenarios and building decision-making skills.
The Case Study method is an active learning strategy where students examine detailed, real-world scenarios to identify complex issues, evaluate contextual evidence, apply theoretical frameworks, and formulate viable solutions. It bridges abstract knowledge and practical decision-making, cultivating critical thinking, analytical evaluation, and problem-solving capabilities in highly realistic contexts.

102. (A) I and II
Case study teaching bridges theoretical concepts with authentic practical application by requiring learners to analyze multi-faceted situations, weigh alternative choices, and justify strategic decisions. Effective case studies are intentionally open-ended, complex, and nuanced, rarely possessing a single correct answer, which encourages debate, critical thinking, and multi-perspective evaluation among students.

103. (D) To facilitate discussion, probe reasoning, and challenge assumptions.
During case study discussions, the teacher acts as an active facilitator rather than a traditional lecture provider. The instructor asks probing open-ended questions, challenges unexamined assumptions, encourages critical analysis of evidence, ensures diverse student viewpoints are heard, and guides the group to synthesize key operational and theoretical lessons effectively.

104. (A) Business Studies, Economics, and Social Sciences
The case study method is particularly effective in Business Studies, Economics, Law, and Social Sciences, where real-world decision-making involves ambiguous data, competing stakeholder interests, and contextual complexities. Analyzing authentic institutional or social cases develops analytical reasoning, policy evaluation, strategic planning, and ethical decision-making skills in upper secondary students.

105. (A) Both A and R are true and R is the correct explanation of A
Effective implementation of the case study method requires substantial advance preparation from both teachers and students. Teachers must carefully select, edit, or write relevant cases and construct guiding prompts. Students must thoroughly read the narrative, analyze embedded data, and evaluate contextual nuances beforehand to engage meaningfully in structured discussion.

106. (B) Adopt the persona and actions of a character in a specific situation.
Role Play is an experiential learning strategy where students assume specific personas and enact scenarios within structured learning contexts. By stepping into different roles, learners explore human behavior, practice interpersonal communication, explore historical or social perspectives, and analyze complex situations from internal viewpoints, building affective empathy and cognitive clarity simultaneously.

107. (A) It develops empathy and understanding of historical or social contexts.
In subjects like History and Civics, role-playing allows students to inhabit historical figures or societal actors, experiencing decisions and conflicts from within specific contextual settings. This immersive exercise fosters historical

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empathy, socio-political awareness, and critical understanding of conflicting human perspectives, moving well beyond passive memorization of names and dates.

108. (C) Conducting a "Mock Parliament" where students debate and vote on a bill.
Simulation involves creating an interactive model of a complex real-world process or system. Organizing a Mock Parliament provides an authentic simulation of the legislative process, allowing students to assume parliamentary roles, debate legislation, propose amendments, and follow formal voting procedures, thereby acquiring practical insight into governance and civic systems.

109. (D) Role play involves adopting personas; simulation models complex systems.
Role Play focuses primarily on individuals stepping into personal human character roles to explore interpersonal dynamics, feelings, and social perspectives. In contrast, Simulation involves creating structured operational models that mirror complete real-world social, political, or physical systems, requiring participants to navigate rules, variables, and strategic constraints within that system.

110. (C) A debriefing session to reflect on outcomes and learning objectives.
The educational impact of a role-play activity depends heavily on the debriefing session that immediately follows performance. Debriefing provides essential structured reflection, allowing students to step out of character, analyze choices made, evaluate underlying themes, link experiential observations to target learning objectives, and consolidate theoretical understanding collaboratively.

111. (B) Generate a large volume of creative ideas to solve a problem.
Brainstorming is a divergent creative-thinking technique designed to generate a vast quantity of ideas or solutions for a specified problem without immediate judgment. Developed by Alex Osborn, it encourages uninhibited idea production, leveraging group synergy to explore creative possibilities before filtering and refining entries in subsequent analytical phases.

112. (D) Defer all judgment and criticism until idea generation finishes.
The foundational rule of effective brainstorming is the total deferral of judgment during the initial generation phase. Prohibiting immediate criticism, evaluation, or ridicule eliminates social inhibition, encourages cognitive risk-taking, and fosters maximum creative output. Critical evaluation and idea selection occur separately only after the idea-generation phase concludes completely.

113. (A) Wild and out-of-the-box ideas are welcomed.
In brainstorming methodology, "freewheeling" explicitly encourages participants to share unconventional, bold, and seemingly wild ideas without self-censorship. Unconstrained thinking breaks routine mental patterns, often serving as a catalyst for innovative solutions or novel connections that structured, conventional thinking would otherwise overlook or suppress during initial problem analysis.

114. (C) They should be recorded visibly exactly as stated by participants.
During a brainstorming session, every contributed idea should be recorded visibly on a board or display chart exactly as stated, without teacher editing or immediate interpretation. Visual display validates participant contributions, keeps the accumulated pool of thoughts prominent, and enables members to combine, refine, or build upon prior ideas seamlessly.

115. (A) Categorizing and refining the generated ideas to choose viable solutions.
Once the open idea-generation phase of brainstorming ends, the session transitions into critical analysis and evaluation. Participants collaborate to group related suggestions into logical categories, evaluate practical feasibility, eliminate redundant entries, and systematically refine top choices into viable, actionable solutions aligned with the original problem objectives.

116. (D) Direct experience and learning outside classroom walls.
Field trips and educational excursions are grounded in experiential learning theory, emphasizing direct observation and sensory interaction outside traditional classroom environments. Observing phenomena, historical monuments, ecosystems, or industrial facilities in authentic contexts deepens conceptual

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understanding, connects academic knowledge with reality, and enhances long-term retention through vivid direct sensory experience.

117. (B) Pre-trip planning and post-trip reflection activities.
The educational value of a field trip depends on structured instructional framing before and after the visit. Thorough pre-trip planning establishes clear learning objectives and observational tasks, while post-trip reflection, discussion, and synthesis activities help students integrate real-world observations with classroom theoretical concepts, preventing the outing from becoming merely recreational.

118. (C) An itinerary, clear objectives, safety protocols, and consent forms.
Comprehensive administrative preparation for an educational excursion requires submitting a complete proposal detailing clear learning objectives, a structured itinerary, risk management and safety protocols, emergency contact plans, and signed parental consent forms. Proper documentation ensures student safety, logistical organization, and strong alignment with prescribed institutional curriculum goals.

119. (D) They can devolve into recreational outings without academic focus.
Without rigorous instructional planning, clear learning targets, structured observation guides, and follow-up reflective tasks, educational field trips risk devolving into purely recreational outings. Maintaining strong academic alignment throughout pre-trip planning, site execution, and post-trip evaluation ensures that real-world exposure directly advances targeted curriculum competencies and conceptual understanding.

120. (A) Literature – Visit to a chemical manufacturing plant
Field trips must directly match the subject area and learning objectives. Visiting a chemical manufacturing plant aligns with Chemistry or Industrial Science, whereas Literature field trips typically involve places like author birthplaces, theatrical performances, or literary archives. Visits to botanical gardens, municipal councils, and archeological museums accurately align with Biology, Civics, and History.

121. (B) H.E. Armstrong
The Heuristic method of teaching was developed by Henry Edward Armstrong, a professor of chemistry. Derived from the Greek word meaning "to discover," this method places students in the role of independent discoverers, requiring them to solve problems through active observation, inquiry, experimentation, and critical reasoning rather than passive reception.

122. (A) I and II
Derived from Greek roots signifying discovery, the Heuristic method positions the learner as an independent researcher who investigates problems autonomously. The teacher acts as a supportive guide rather than providing ready-made notes or forcing mechanical memorization, emphasizing active investigation, logical reasoning, and empirical self-discovery throughout the learning process.

123. (A) Science and Math
The Heuristic method is particularly suitable for Science and Mathematics education because these disciplines rely on systematic observation, logical deduction, hypothesis testing, and empirical verification. Experiencing problem solving as active discovery cultivates a scientific temper, mathematical reasoning, and independent inquiry habits essential for mastering STEM disciplines most effectively.

124. (C) It is time-consuming and difficult with large classes and rigid curricula.
A major practical challenge of implementing the Heuristic method in standard school environments is its high time requirement. Guiding every student to discover principles independently is difficult within large class sizes, tight examination schedules, limited laboratory resources, and rigid, content-heavy national curricula designed primarily around standardized summative assessments.

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125. (A) Both A and R are true and R is the correct explanation of A
The Heuristic method effectively fosters a scientific temper and inquiry mindset because it shifts responsibility for discovery onto the student. Confronted with a scientific problem, learners independently make systematic observations, formulate hypotheses, perform experiments, collect data, and derive valid conclusions,

building authentic research capabilities and critical cognitive confidence.

126. (C) Operant Conditioning
Programmed Instruction is directly derived from B.F. Skinner's behavioral theory of Operant Conditioning. It structures learning into small sequential steps (frames), requiring immediate active responses from the student, and providing instant feedback as reinforcement. Correct responses serve as immediate positive reinforcement, strengthening learning and guiding individual progress systematically forward.

127. (B) B.F. Skinner
B.F. Skinner developed Linear Programmed Instruction based on operant conditioning principles. In a linear program, all learners move through identical, small, logically ordered learning frames step-by-step. Each frame requires an active response, followed immediately by confirmation feedback, allowing students to learn individually with high success rates and minimal error.

128. (D) Principle of Delayed Feedback
Core principles of Programmed Instruction include small steps, active responding, self-pacing, continuous student testing, and immediate feedback. Immediate feedback is essential because it instantly reinforces correct responses and clarifies misconceptions; delaying feedback breaks the behavioral reinforcement cycle and significantly reduces the efficiency of self-paced individual learning programs.

129. (A) The student routes to a remedial frame before returning to the main path.
In Branching Programmed Instruction, developed by Norman Crowder, an incorrect response redirects the student to a specific remedial frame. This frame explains the mistake, clarifies the underlying concept, and re-tests comprehension before allowing the learner to return to the primary instructional sequence, providing adaptive, highly individualized learning pathways.

130. (C) A facilitator who monitors progress and assists struggling students.
In classrooms utilizing programmed instructional materials, the teacher's role transforms from a primary lecture provider to a learning facilitator. The educator manages self-paced instructional resources, monitors individual progress, diagnoses learning difficulties, provides targeted diagnostic remediation to struggling students, and enriches learning experiences for advanced fast-paced learners overall.

131. (A) Differences in student learning paces, styles, and readiness.
Individualized instruction is designed specifically to address individual learner differences in processing speed, background knowledge, cognitive learning styles, and emotional readiness. Tailoring instructional pace, content presentation, and practice activities ensures that struggling students receive necessary scaffolding while advanced learners encounter appropriate intellectual challenge, optimizing achievement for every student.

132. (B) I, II and IV
Individualized instruction tailors learning experiences to specific student needs. The Keller Plan (Personalized System of Instruction), Computer-Assisted Instruction (CAI), and Differentiated Instruction all support individual pacing, adaptive content delivery, and personalized feedback. Mass expository lectures represent traditional whole-class instruction, delivering identical uniform content to all students simultaneously regardless.

133. (B) Achieving unit assessment mastery (80–90%).
Fred Keller's Personalized System of Instruction (PSI) operates on a mastery learning requirement. Students work through course modules independently at their own pace and must demonstrate high mastery (typically 80–90% or above) on a unit test before advancing to the next unit, ensuring firm foundational knowledge completely.

134. (C) It demands extensive teacher time, materials, and complex management.
Implementing comprehensive individualized instruction in large public schools is highly challenging due to resource constraints. Designing differentiated learning materials, tracking variable student progress, managing diverse simultaneous classroom activities, and providing individual feedback demand substantial teacher preparation time, sophisticated classroom management

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strategies, and extensive instructional resources continuously.

135. (D) Tailor content, process, and products to meet diverse student needs.
Differentiated Instruction is a comprehensive pedagogical approach where teachers proactively modify content (what is taught), process (how it is taught), and products (how learning is demonstrated). Adjustments are guided by student readiness levels, learning profiles, and intrinsic interests, maximizing individual cognitive growth within an inclusive mixed-ability classroom environment continuously.

136. (A) Specific learning objectives and content nature.
Method selection must be driven primarily by target learning objectives and the intrinsic nature of the subject content. Complex cognitive skills, psychomotor techniques, and affective values demand distinct instructional methods—such as inquiry, demonstration, or discussion—to align learning tasks with targeted educational outcomes efficiently and effectively across lessons.

137. (B) Discussion or PBL
Developing higher-order cognitive skills like evaluation on Bloom's Taxonomy requires methods that demand critical judgment, evidence weighing, and multi-perspective analysis. Discussion and Problem-Based Learning actively engage students in evaluating environmental impacts, analyzing complex data, defending interpretations, and proposing solutions, far surpassing lower-level recall or passive note-taking methods.

138. (B) Rules and sports skills require demonstration and activity-based learning.
Physical education competencies and sports mechanics reside within psychomotor and practical domains. Teaching physical rules and game strategies solely through quiet text reading is instructionally ineffective; effective physical education requires direct physical demonstrations, active practice, guided drills, and real-time activity-based application to build kinetic understanding and skill execution.

139. (A) Drill and practice
Pronunciation and phonetic accuracy in foreign language learning require repetitive audio-vocal practice and immediate feedback to establish correct psychomotor muscle memory and phonemic habit formation. Systematic drill and practice exercises allow learners to hear accurate models, imitate speech sounds repeatedly, and refine pronunciation fluency most effectively over time.

140. (C) Model demonstration and guided inquiry
Teaching complex anatomical structures like the human heart is most effective when combining visual, tactile, and analytical approaches. Utilizing physical model demonstrations provides clear concrete visual representation of spatial relationships and blood flow, while guided inquiry prompts students to investigate systemic interactions and functional circulatory mechanisms actively.

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141. (D) To use art forms as pedagogical tools for joyful cross-subject learning.
Art-Integrated Learning is an experiential pedagogical framework advocated by NEP 2020 that uses visual and performing arts as tools to teach core academic concepts across subjects. Integrating artistic expression into subjects like mathematics, science, and languages makes learning joyful, multidisciplinary, culturally contextualized, and deeply meaningful for all students.

142. (A) I and II
Art-Integrated Learning incorporates both visual arts (drawing, sculpture, craft) and performing arts (music, movement, drama) into core subject teaching. Engaging artistic media stimulates cognitive, psychomotor, and affective domains simultaneously. It applies across all education levels, from early childhood through secondary education, rather than being restricted to primary grades.

143. (B) Art-Integrated Learning
Creating symmetrical rangoli patterns to explore mathematical principles like geometric symmetry, reflection, and spatial transformation represents Art-Integrated Learning. By synthesizing visual traditional art with abstract mathematical concepts, students grasp theoretical ideas concretely through creative hands-on design, reinforcing spatial understanding through meaningful artistic expression and practical application.

144. (D) By providing alternative modes of expression beyond reading and writing.
Art-Integrated Learning promotes inclusive education for Children with Special Needs by offering multi-sensory, non-verbal pathways to express understanding. Learners who face language or reading difficulties can demonstrate knowledge through drawing, music, tactile craft, or physical movement, lowering barriers to expression and allowing equitable participation alongside peers in regular classrooms.

145. (A) Both A and R are true and R is the correct explanation of A
NEP 2020 emphasizes integrating local Indian arts, craft traditions, and heritage into classroom pedagogy to foster holistic, multidisciplinary learning. Rooting academic concepts in familiar local art forms strengthens students' cultural identity, enhances creative expression, and makes abstract learning contextual, engaging, and deeply relevant to learners' everyday lived experiences.

146. (C) Support cognitive, motor, and socio-emotional growth through hands-on play.
Toy-based pedagogy leverages toys, games, and play materials as central instructional tools to foster holistic child development. Manipulating physical toys builds fine motor skills, spatial reasoning, problem-solving capabilities, and social cooperation, transforming learning into an engaging, joyful process fully aligned with foundational and preparatory developmental needs.

147. (A) Indigenous, eco-friendly toys (e.g., Channapatna or Kondapalli).
NEP 2020 recommends using indigenous, eco-friendly toys—such as traditional wooden toys from Channapatna or Kondapalli—in toy-based pedagogy. Incorporating local heritage toys promotes environmental sustainability, reduces material costs, connects children with regional culture, and provides tactile, safe learning materials for hands-on mathematical, scientific, and language exploration across schools.

148. (D) To demonstrate concepts of rotational motion, balance, and friction.
A simple spinning top serves as a powerful concrete teaching tool in physical science. Educators can use its motion to demonstrate angular momentum, rotational dynamics, center of gravity, balance, and frictional forces, connecting abstract physics theories to familiar physical play objects to heighten student engagement and intuitive scientific understanding.

149. (B) Foundational and Preparatory
NEP 2020 strongly prioritizes toy-based and play-based pedagogy in the Foundational (ages 3–8) and Preparatory (ages 8–11) stages of school education. Young children learn naturally through physical touch, sensory exploration, and interactive play, making toy-integrated instruction ideal for building early literacy, numeracy, spatial reasoning, and socio-emotional skills effectively.

150. (C) Creating a toy library where students play and dismantle toys to learn concepts.
Establishing a school toy library where students can interact with, assemble, and safely dismantle toys aligns perfectly with NEP 2020's vision of toy-based pedagogy. Inquiry-based exploration of toys encourages curiosity, mechanical reasoning, spatial manipulation, and problem solving, making abstract scientific and mathematical principles tangible through hands-on experiential play.

151. (D) Questioning method
The Questioning method, grounded in Socratic dialogue, uses purposeful, sequential questioning to stimulate critical thinking, uncover underlying assumptions, and guide learners toward self-discovered truths. Rather than directly lecturing facts, the instructor poses probing prompts that encourage students to analyze, evaluate, synthesize, and refine their own conceptual understanding continuously.

152. (A) Engaging in debate, collaborative problem-solving, and lab work.
In flipped learning environments, direct content delivery occurs before class, leaving face-to-face class time entirely available for active, collaborative learning. Students utilize active class hours to participate in debates, work on complex group problems, conduct laboratory experiments, and receive direct personalized feedback and scaffolding from the circulating teacher.

153. (A) II, IV, III, I
Instructional strategies sit on a continuum based on teacher control. Expository lectures

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are completely teacher-centered, followed by demonstrations where teachers direct visual instruction. Guided discovery introduces shared control through teacher prompts, while independent projects represent highly learner-centered approaches where students drive inquiry, planning, execution, and self-evaluation autonomously.

154. (B) The Project Method is a classic philosophy, while PBL is a structured modern framework.
The Project Method originates from early 20th-century pragmatic philosophy (Kilpatrick and Dewey), focusing on purposeful, student-planned practical tasks. Modern Project-Based Learning (PBL) evolves this concept into a structured instructional design framework featuring sustained inquiry, interdisciplinary standards alignment, continuous scaffolding, rubrics, and authentic public product delivery across schools.

155. (A) Group members sequentially share one idea each to ensure equal participation.
Round Robin brainstorming is a structured group technique where team members share one idea sequentially in turn around the circle. This systematic order prevents dominant personalities from monopolizing discussion, guarantees equal participation opportunities for quieter members, and ensures steady, organized idea collection before moving to collective evaluation processes.

156. (C) Representing and organizing structural connections between concepts visually.
Graphic organizers—such as concept maps, Venn diagrams, and flowcharts—are visual learning tools that display relationships, hierarchies, and connections among concepts. Utilizing graphic representations reduces cognitive load, clarifies complex structures, supports information processing, and helps learners organize and integrate new knowledge into existing cognitive schemas effectively.

157. (D) Direct Instruction
Direct Instruction is a systematic teacher-directed approach that breaks learning objectives into manageable sub-skills, models step-by-step performance, provides structured guided practice, checks for understanding, and offers independent practice with immediate feedback. This highly explicit method is particularly effective for mastering foundational skills and structured knowledge domains effectively.

158. (C) Reciprocal peer tutoring
Pairing students to read text passages and take turns summarizing content to each other illustrates reciprocal peer tutoring. In this structured peer strategy, students alternate between tutor and tutee roles, actively processing text, clarifying meaning, prompting recall, and consolidating reading comprehension through collaborative verbal interaction effectively during class.

159. (B) ICT guarantees higher student test scores regardless of pedagogy.
Information and Communication Technology (ICT) serves as a powerful instructional tool, enabling virtual labs, flipped classrooms, and adaptive learning platforms. However, technology integration alone does not automatically guarantee higher assessment scores; pedagogical effectiveness depends fundamentally on how teachers integrate technological tools with effective instructional strategies and learning goals overall.

160. (D) Providing temporary support for a task and removing it as independence grows.
Scaffolding refers to temporary instructional support provided by teachers or peers to help learners accomplish tasks beyond their unassisted capacity. Grounded in Vygotsky's Zone of Proximal Development, scaffolds—such as prompts, models, or graphic tools—are gradually faded as student independence and skill mastery increase over time continuously.

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161. (A) Rote fact memorization
Experiential learning centers on active student engagement, direct sensory experience, critical reflection, and practical real-world application. It stands fundamentally opposed to passive rote memorization, which enforces mechanical repetition of isolated facts without meaningful context, personal action, critical analysis, or reflective conceptual understanding throughout the learning process.

162. (D) I, II and III
Richard Suchman's Inquiry Training Model trains students in scientific inquiry. The teacher presents a puzzling, discrepant event to create cognitive dissonance. Students formulate hypotheses and ask targeted diagnostic questions, which the teacher answers exclusively with "Yes" or "No," compelling learners to isolate variables

and deduce explanatory rules systematically forward.

163. (A) Breaking down a learning objective into component skills and prerequisites.
Task Analysis is an instructional design process that systematically breaks a complex learning objective into its underlying prerequisite concepts, component sub-skills, and sequential operational steps. Conducting task analysis enables educators to sequence lessons logically, identify potential learning hurdles, and provide precise targeted scaffolding for skill acquisition during instruction.

164. (D) Project method
The Project Method is directly rooted in pragmatic educational philosophy, which explicitly advocates "learning by doing." Developed by Dewey and Kilpatrick, pragmatism holds that knowledge is acquired through active, purposeful engagement with real-world problems, making practical, student-driven project work the quintessential expression of pragmatic learning principles overall.

165. (C) A is true but R is false
Constructivism holds that learners actively construct their own knowledge through experience, reflection, and social interaction. It rejects the passive "empty vessel" view of learners associated with traditional behaviorist models, viewing students instead as active thinkers who continuously build, refine, and transform cognitive structures based on prior knowledge and new experiences.

166. (C) Learner information is gathered primarily from web resources.
A WebQuest is an inquiry-oriented instructional lesson format where most or all of the information used by learners is obtained from curated World Wide Web resources. Designed by Bernie Dodge, WebQuests structure student research around authentic tasks, encouraging information analysis, synthesis, critical evaluation, and collaborative problem solving effectively.

167. (D) It involves personal engagement, self-initiation, and self-evaluation.
Experiential learning fundamentally differs from traditional academic delivery by emphasizing personal immersion, student self-initiation, and active self-evaluation. Rather than relying solely on second-hand information, learners engage directly with tasks, reflect on personal outcomes, derive conceptual understandings, and evaluate their own growth within meaningful real-world contexts continuously.

168. (A) Skill acquisition and development for pre-service and in-service teachers.
Micro-teaching is a teacher training and skill development technique that scales down classroom complexity in terms of class size (5–10 students), lesson duration (5–10 minutes), and topic scope. It provides a controlled setting for pre-service and in-service educators to practice specific teaching skills, receive immediate feedback, and refine pedagogy.

169. (B) Seminars feature student paper discussions; symposia feature expert talks on a theme.
In academic settings, a Seminar involves participants preparing and presenting research papers followed by active peer discussion, debate, and critical analysis. In contrast, a Symposium features a series of formal presentations delivered by subject experts on different facets of a common theme, followed by audience question-and-answer interactions.

170. (B) Computer-Assisted Instruction
Computer-Assisted Instruction (CAI) utilizes algorithmic logic, digital decision trees, and branching software to individualize instructional pathways. Depending on student performance, CAI software dynamically adjusts content difficulty, provides targeted hints or remedial exercises, and paces learning according to individual needs, delivering highly personalized adaptive instruction effectively.

171. (A) A role-play simulation of refugee experiences followed by debriefing.
Developing empathy and cross-cultural understanding involves affective cognitive processing best stimulated through perspective-taking exercises. Participating in a role-play simulation of refugee experiences immerses students in human choices and emotional realities, while structured debriefing synthesizes insights, fostering deep empathy and nuanced understanding far beyond reading raw data or memorizing regulations.

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172. (B) I, II, III, IV
The Problem-Solving method follows a logical sequential progression based on scientific inquiry. The process begins with recognizing and defining the problem clearly. Second, learners formulate testable hypotheses. Third, they collect, organize, and analyze relevant data. Fourth, they test their hypotheses against evidence to draw valid, verified conclusions effectively.

173. (D) Individualized learning via self-paced academic contracts.
The Dalton Plan, created by Helen Parkhurst in 1920, is a progressive individualized instructional model. It replaces traditional whole-class recitation with self-paced learning contracts. Students work independently across subject laboratories according to personal schedules, developing self-reliance, time-management skills, and academic responsibility while teachers act as subject advisors continuously.

174. (C) Differentiated instruction and flexible grouping
Managing heterogeneous classrooms with diverse student ability levels requires Differentiated Instruction and flexible grouping strategies. Varying learning tasks, instructional support levels, and group compositions based on readiness and interest allows teachers to scaffold struggling learners while providing appropriate extension challenges for advanced students within the same classroom environment.

175. (B) Pedagogical tool to explore academic concepts.
In Art-Integrated Learning (AIL), art serves as a primary pedagogical tool and medium through which core academic concepts are explored, understood, and expressed. Art is not taught merely as an isolated technical skill or brief entertainment; rather, visual and performing arts facilitate deep cross-curricular learning across disciplines effectively.

176. (D) Using physical blocks to demonstrate concepts through action.
In Jerome Bruner's theory of cognitive representation, the "Enactive" stage involves understanding concepts through physical action and direct body manipulation of concrete objects. Using physical counting blocks or manipulative materials enables learners to internalize mathematical structures through tactile action before progressing to iconic visual diagrams and symbolic abstract representations.

177. (A) Inner circle students discuss a topic while outer circle peers observe, then swap.
The Fishbowl discussion strategy organizes the classroom into two concentric circles. An inner group of students actively discusses a topic, while an outer circle silently observes, takes notes, and evaluates interaction dynamics. After a specified period, students swap roles, promoting active listening, structured observation, and focused peer discussion overall.

178. (C) Replace the lecture with a mock election where students form parties and vote.
To transform abstract instruction into experiential learning, passive lecturing should be replaced with active, real-world simulation. Conducting a mock election allows students to directly experience democratic procedures—forming political platforms, campaigning, casting secret ballots, and analyzing voting results—creating concrete understanding through personal action and continuous reflection during class.

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179. (A) Experiential, integrated, inquiry-driven, and enjoyable.
NEP 2020 mandates a pedagogical shift away from traditional rote-learning and heavy content memorization. It calls for experiential, inquiry-driven, discussion-based, and art-and-sports-integrated teaching approaches that promote critical thinking, creativity, holistic developmental progress, and joyful learning experiences across all education levels in Indian schools continuously.

180. (D) David Ausubel
Concept Mapping was developed by Joseph Novak based on David Ausubel's cognitive assimilation theory of Meaningful Learning. Ausubel emphasized that new knowledge is acquired by connecting new concepts to preexisting cognitive frameworks. Concept maps visually represent these relationships, facilitating subsumption, progressive differentiation, and integrative reconciliation of knowledge structures effectively.

181. (B) Students feel their success depends on groupmates' success.
Positive Interdependence is a cornerstone of Cooperative Learning where team members

perceive that their individual success is inextricably linked to the success of their peers. Group members realize they "sink or swim together," motivating them to encourage effort, share resources, clarify concepts, and support each other's academic achievement actively overall.

182. (C) Role-playing and value discussions
Addressing the affective domain—which encompasses attitudes, values, social ethics, and emotional appreciation—requires reflective, interactive methodologies. Role-playing and value clarifying discussions encourage learners to explore personal feelings, examine opposing moral viewpoints, practice empathy, and internalize positive values far more effectively than passive direct lectures or rote memorization drills.

183. (D) Maximizing learning outcomes with optimal time, energy, and resource use.
The principle of Economy in pedagogical design refers to achieving maximum educational outcomes while optimizing instructional time, teacher effort, physical energy, and institutional resources. Selecting efficient teaching methods prevents cognitive overload, minimizes wasted classroom time, and ensures that instructional strategies deliver high conceptual impact relative to invested teaching resources overall.

184. (A) Specific observations to a general rule.
The Inductive Method of teaching is a bottom-up instructional approach that proceeds from specific concrete examples, instances, and direct observations toward formulating broader general rules, formulas, and principles. Learners analyze patterns within specific data sets, make generalizations, and discover underlying theoretical rules independently through guided cognitive reasoning effectively.

185. (C) A is true but R is false
The Deductive Method introduces general rules, mathematical formulas, or definitions directly to students before applying them to specific problems, making content delivery faster and time-efficient. Discovering rules through active trial, error, and empirical observation describes the Inductive Method rather than the Deductive approach, which relies on direct top-down application.

186. (B) A scoring guide detailing evaluation criteria shared before starting.
In Project-Based Learning, a Rubric serves as an authentic scoring guide that clearly articulates evaluation criteria, performance standards, and quality descriptors before project execution begins. Providing rubrics in advance sets transparent expectations, supports self-regulation and peer assessment, and provides consistent diagnostic feedback across complex, multi-dimensional tasks effectively.

187. (A) Arts perceived visually, like painting and sculpture.
In Art-Integrated Learning, Visual Arts encompass art forms perceived primarily through sight, including drawing, painting, sculpture, printmaking, photography, craft work, and graphic design. Integrating visual arts into academic lessons enables students to express complex theoretical concepts visually, enhancing spatial intelligence, aesthetic appreciation, and conceptual clarity overall.

188. (C) Use role-play and readers' theatre to bring character dialogues to life.
To increase student engagement with dramatic literature, teachers should move beyond passive reading or expository lectures. Employing role-play and readers' theatre allows students to inhabit characters, vocalize dialogue expressively, interpret underlying motives, and perform scenes collaboratively, bringing literary texts to life while deepening emotional and textual comprehension effectively.

189. (D) Learners take initiative in diagnosing needs, setting goals, and evaluating results.
Self-Directed Learning is an instructional process where learners take primary initiative and responsibility for their own learning. Individuals independently identify learning needs, articulate personal learning goals, select appropriate instructional resources, execute suitable learning strategies, and critically evaluate their own learning outcomes, fostering lifelong autonomous learning capabilities continuously.

190. (C) An inductive strategy helping students learn concepts by contrasting positive and negative examples.
Developed by Jerome Bruner, the Concept Attainment Model is an inductive instructional strategy where students discover category rules

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by comparing and contrasting teacher-provided positive examples (containing key attributes) and negative examples (lacking key attributes). This process trains learners in hypothesis testing, attribute isolation, and clear conceptual definition effectively.

191. (B) Project-Based Learning and tinkering
Makerspaces in modern educational institutions are collaborative learning spaces equipped with tools, materials, and technology designed to foster hands-on construction, tinkering, design thinking, and Project-Based Learning. Students engage in practical creative problem solving, transforming theoretical STEM concepts into functional physical prototypes through active invention and continuous experimentation.

192. (A) I and II
NEP 2020 advocates shifting from traditional high-stakes summative exams toward continuous, formative assessment to support student learning. It also recommends reducing bloated curriculum content to prioritize essential core learning, critical thinking, and experiential inquiry. It explicitly encourages appropriate, age-balanced technology integration across all educational levels continuously.

193. (A) Teamwork, self-discipline, responsibility, and physical fitness.
Sports-Integrated Learning uses physical fitness, games, and sports as pedagogical tools to cultivate social-emotional skills alongside academic concepts. Engaging in structured sports builds teamwork, leadership, discipline, resilience under pressure, and physical fitness, while helping students embody concepts like strategy, physics mechanics, and fair play naturally during instruction.

194. (C) Broadly includes traditional toys, puzzles, puppets, and child-made materials.
In Toy-based pedagogy, the concept of a toy is broadly defined beyond commercial plastic objects. It includes indigenous handcrafted toys, puzzles, puppets, board games, building blocks, and child-created craft items. These diverse tactile tools serve as versatile mediums for hands-on, contextualized learning across subject domains continuously.

195. (A) Using blocks and puzzles to teach counting, patterns, and spatial skills concretely.
In foundational mathematics education, toy-based pedagogy utilizes concrete manipulative items such as building blocks, pattern tiles, and simple puzzles. Children physically manipulate these play materials to explore counting, grouping, spatial orientation, geometric shapes, and number patterns, constructing clear visual and concrete foundations before encountering abstract mathematical symbols later.

196. (D) Hands-on learning and self-directed activity in a prepared environment.
The Montessori Method, developed by Maria Montessori, centers on child-led, hands-on activity within a carefully prepared learning environment. Guided by trained teachers who act as observers, children select self-correcting sensory materials independently, working at their own natural pace to develop concentration, autonomy, spatial reasoning, and intrinsic academic motivation continuously.

197. (B) Evaluating student presentations or portfolios against real-world standards with a rubric.
Authentic Assessment in Project-Based Learning evaluates student performance using criteria that reflect real-world applications. Assessing student presentations, working models, research portfolios, or community solutions against transparent rubrics measures complex problem-solving, collaboration, and practical knowledge application far more accurately than traditional standardized paper-and-pencil written tests overall.

198. (C) Explain that foundational learning occurs best through play and physical manipulation of objects.
Educational leaders can justify toy-based pedagogy by explaining developmental psychology principles to parents. In early childhood, cognitive and spatial development occurs through concrete, multi-sensory experiences and play-based manipulation. Utilizing structured toys builds essential cognitive foundations, problem-solving skills, and language capabilities more effectively than force-feeding abstract text reading early.

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199. (D) Knowledge is actively built by learners through world experiences.
Constructivism is a foundational learning theory asserting that knowledge is not passively received or absorbed from teachers; rather, it is actively constructed by learners as they experience the world and reflect on those experiences. Learners constantly assimilate new information into existing cognitive schemas and accommodate schemas when facing new insights.

200. (A) Adapt the method to student needs, readiness, and learning environment.
Methodological effectiveness in teaching depends on pedagogical adaptability. No single teaching strategy is universally superior across all contexts. Effective teachers analyze target learning objectives, student readiness levels, cognitive profiles, socio-cultural contexts, and available classroom resources, dynamically modifying instructional strategies to optimize learning outcomes for every student continuously.

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CHAPTER 03
Learning Theories

1. Which of the following best defines the primary focus of the behaviorist school of learning theory?
(A) Learning is defined as a relatively permanent change in observable behavior as a result of experience.
(B) Learning is the active construction of knowledge based on prior experiences and social interactions.
(C) Learning is an internal mental process involving the reorganization of cognitive structures.
(D) Learning is the process of achieving self-actualization through intrinsic motivation.

2. Consider the following major learning paradigms in educational psychology during the 20th century:
I. Constructivism
II. Behaviorism
III. Cognitivism
Which of the following represents the correct chronological order of their emergence and dominance?
(A) I, II, III
(B) II, III, I
(C) III, II, I
(D) II, I, III

3. In the context of learning theories, which approach views the learner primarily as an active processor of information rather than a passive recipient of environmental stimuli?
(A) Cognitivism
(B) Strict Behaviorism
(C) Classical Conditioning
(D) Connectionism

4. Identify the incorrect pair of a learning theorist and their foundational concept.
(A) John B. Watson – Behaviorism
(B) Albert Bandura – Social Cognitive Theory
(C) Jean Piaget – Genetic Epistemology
(D) B.F. Skinner – Classical Conditioning

5. A principal observes a classroom where the teacher relies entirely on rote memorization, drills, and immediate token rewards to ensure students master multiplication tables. The teacher does not explain the underlying mathematical concepts. This instructional strategy is primarily grounded in which theoretical framework?
(A) Constructivism
(B) Behaviorism
(C) Cognitivism
(D) Humanism

6. Which of the following assumptions is a core tenet of radical behaviorism?
(A) Internal mental states such as subjective thinking, feeling, and conscious experiences do not exist at all.
(B) Human behavior is primarily driven by unconscious psychological conflicts and early developmental traumas.
(C) Internal mental states exist but should not be used to explain behavior in scientific analysis.
(D) Learning occurs only when structural changes in brain synapses are consciously perceived by the learner.

7. The concept of "Tabula Rasa" (blank slate) is most closely associated with the epistemological foundations of which learning theory?
(A) Constructivism
(B) Gestalt Psychology
(C) Nativism
(D) Behaviorism

8. In behaviorism, what is the primary determinant of learning?
(A) Environmental interactions and external conditioning factors
(B) The genetic and biological predispositions of the learner
(C) The developmental stage and maturity of cognitive structures
(D) The intrinsic motivation, self-actualization, and self-efficacy

9. Which of the following is considered an exception to the strict behaviorist approach to learning?

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(A) Extinction of an unreinforced response
(B) The role of insight in problem-solving
(C) Shaping through successive approximations
(D) Stimulus generalization

10. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Behaviorist learning theories focus extensively on the use of measurable behavioral objectives in lesson planning.
Reason (R): Behaviorism asserts that learning can only be verified by observing a measurable change in the learner's overt behavior.
Which of the following is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. In Ivan Pavlov's classical conditioning experiments, the meat powder that naturally and automatically triggered salivation in the dog is referred to as the:
(A) Unconditioned Stimulus (UCS)
(B) Conditioned Stimulus (CS)
(C) Conditioned Response (CR)
(D) Unconditioned Response (UCR)

12. A student develops test anxiety because a highly stressful examination (UCS) produces fear (UCR). Eventually, just walking into the examination hall triggers fear. In this scenario, the examination hall serves as the:
(A) Unconditioned Stimulus
(B) Unconditioned Response
(C) Conditioned Stimulus
(D) Conditioned Response

13. Which concept in classical conditioning explains why a student who was embarrassed by a mathematics teacher might also develop a fear of their physics teacher who has a similar teaching style?
(A) Stimulus Discrimination
(B) Higher-Order Conditioning
(C) Spontaneous Recovery
(D) Stimulus Generalization

14. If a conditioned stimulus is repeatedly presented without the unconditioned stimulus, the conditioned response will gradually weaken and disappear. This process is known as:
(A) Habituation
(B) Forgetting
(C) Extinction
(D) Suppression

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15. Consider the following statements regarding Pavlovian conditioning:
I. Classical conditioning involves learning to associate an involuntary response and a stimulus.
II. The learner is active and deliberately operates on the environment to receive a reward.
III. Spontaneous recovery can occur after extinction if a rest period is provided.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

16. In the context of educational psychology, which of the following is an example of higher-order conditioning?
(A) A student receives a bright star sticker for every five correct mathematics problems completed accurately in class.
(B) A student stops raising their hand during classroom discussions because the teacher consistently ignores them.
(C) A student works extraordinarily hard on a major term essay specifically to avoid receiving a failing grade.
(D) A student learns to fear the school bell because it is associated with the principal, whom the student already fears.

17. Classical conditioning is most effective in explaining the acquisition of which type of learning in the classroom setting?
(A) Complex cognitive problem-solving skills
(B) Emotional and physiological responses
(C) Syntactic and grammatical rules of language
(D) Abstract advanced mathematical logic

18. According to B.F. Skinner's operant conditioning, what distinguishes operant behavior from respondent behavior?
(A) Operant behavior is elicited directly by known antecedent stimuli, whereas respondent behavior is emitted spontaneously.

(B) Operant behavior is controlled by its consequences, whereas respondent behavior is controlled by its antecedents.
(C) Operant behavior applies exclusively to non-human animals, whereas respondent behavior applies uniquely to human beings.
(D) Operant behavior is strictly involuntary and automatic, whereas respondent behavior is conscious and voluntary.

19. A teacher uses the technique of "shaping" to teach a child to write a complex paragraph. Which of the following best describes this process?
(A) Punishing the student for every grammatical error until they eventually produce a completely perfect paragraph
(B) Waiting passively for the student to write a perfect paragraph and then providing a substantial tangible reward
(C) Reinforcing successive approximations of the desired behavior, starting from writing a single sentence
(D) Providing a comprehensive model paragraph for the student to memorize, copy, and accurately reproduce

20. A principal implements a policy where teachers conduct unannounced "pop quizzes" throughout the semester. This approach is based on which schedule of reinforcement?
(A) Fixed-Ratio Schedule
(B) Variable-Ratio Schedule
(C) Fixed-Interval Schedule
(D) Variable-Interval Schedule

21. Which schedule of reinforcement produces the highest and most steady rate of responding, and is most resistant to extinction?
(A) Fixed-Interval
(B) Variable-Interval
(C) Fixed-Ratio
(D) Variable-Ratio

22. Which of the following principles, often referred to as "Grandma's Rule," states that a more preferred activity can be used to reinforce a less preferred activity?
(A) The Premack Principle
(B) The Law of Effect
(C) The Principle of Reciprocal Determinism
(D) The Zeigarnik Effect

23. In a token economy established in a primary classroom, students earn plastic coins for completing assignments, which they can later exchange for extra recess time. In operant conditioning terms, the plastic coins serve as:
(A) Primary unconditioned reinforcers
(B) Secondary (conditioned) reinforcers
(C) Secondary negative reinforcers
(D) Unconditioned sensory stimuli

24. Identify the incorrect statement regarding continuous versus partial reinforcement in operant conditioning.
(A) Continuous reinforcement is recognized as the most effective strategy for rapidly establishing a brand new target behavior.
(B) Partial reinforcement schedule makes an established behavior significantly more resistant to extinction than continuous reinforcement.
(C) In a continuous reinforcement schedule, a reinforcing stimulus is delivered systematically every single time the target behavior occurs.
(D) Continuous reinforcement is considered superior to partial reinforcement for maintaining behaviors over a long period.

25. A student consistently submits homework on time to avoid being detained after school by the teacher. The increase in the student's behavior (submitting homework) is maintained by:
(A) Positive reinforcement
(B) Negative reinforcement
(C) Positive punishment
(D) Negative punishment

26. What is the fundamental difference between negative reinforcement and punishment?
(A) Negative reinforcement consistently decreases a target behavior, whereas punishment serves to increase its future occurrence.
(B) Negative reinforcement relies strictly on pleasant stimuli, whereas punishment always involves the presentation of aversive stimuli.
(C) Negative reinforcement increases the probability of a behavior, whereas punishment decreases the probability of a behavior.
(D) Negative reinforcement is considered fundamentally unethical, whereas punishment is accepted as standard classroom pedagogical practice.

27. An English teacher tells the class, "If everyone scores above 80% on this weekly test, I will

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cancel the weekend homework assignment." This is an example of:
(A) Positive reinforcement
(B) Negative reinforcement
(C) Type I punishment
(D) Type II punishment

28. Which of the following scenarios best illustrates positive reinforcement in a classroom?
(A) A student is praised publicly by the principal during assembly for perfect attendance, prompting them to maintain that behavior.
(B) A student completely stops talking out loud during quiet classwork immediately after the classroom teacher sternly glares at them.
(C) A student is assigned ten extra complex math problems by the teacher specifically because they were caught cheating on an exam.
(D) A student's afternoon outdoor recess privilege is completely revoked by the teacher because they failed to finish their classwork.

29. According to behavioral theory, why is it critical that a reinforcer immediately follows the desired behavior?
(A) Delayed reinforcement causes severe cognitive overload and frustration for the developing learner.
(B) Immediacy strengthens the association between the specific behavior and the consequence.
(C) Immediate reinforcement is strictly required by institutional policies governing student motivation.
(D) Delayed reinforcement shifts the underlying theoretical framework from behaviorism to constructivism.

30. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Negative reinforcement is frequently misunderstood by educators as a form of punishment.
Reason (R): Both negative reinforcement and punishment involve the use of an aversive stimulus to modify behavior.
Which of the following is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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31. In operant conditioning, Type I punishment (Positive Punishment) involves:
(A) The presentation of an aversive stimulus to decrease a behavior
(B) The removal of a pleasant stimulus to decrease a behavior
(C) The presentation of a pleasant stimulus to increase a behavior
(D) The removal of an aversive stimulus to increase a behavior

32. A student disrupts the class, and the teacher revokes their privilege to participate in the upcoming sports period. In behavioral terms, this intervention is classified as:
(A) Positive punishment
(B) Negative punishment
(C) Negative reinforcement
(D) Extinction

33. Which of the following is a widely documented negative side effect of using severe punishment to control student behavior?
(A) It permanently erases the unwanted behavior from the student's repertoire.
(B) It often leads to avoidance behaviors, fear, and aggressive responses.
(C) It enhances intrinsic motivation and self-regulation in the student.
(D) It encourages the student to reflect deeply on their cognitive schemas.

34. Why did B.F. Skinner explicitly advise against the use of punishment in educational settings?
(A) Punishment only suppresses behavior temporarily rather than teaching a desired alternative behavior.
(B) Punishment inherently violates the established ethical practice guidelines of the American Psychological Association.
(C) Punishment requires an excessively large amount of administrative effort and formal documentation to implement properly.
(D) Punishment completely shifts the internal locus of control and personal agency entirely to the individual learner.

35. Consider the following statements about behavioral techniques in schools:
I. "Time-out" is an application of negative punishment.
II. Corporal punishment is an application of

positive punishment.

III. Ignoring minor disruptive behaviors to decrease their frequency is an application of extinction.

Which of the statements given above is/are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

36. Which theorist is credited with formulating the "Law of Effect," which states that responses followed by a satisfying state of affairs will be strengthened?

(A) John B. Watson
(B) B.F. Skinner
(C) Edward L. Thorndike
(D) Ivan Pavlov

37. Thorndike's early experiments involving cats in puzzle boxes primarily demonstrated which type of learning?

(A) Insight learning
(B) Observational learning
(C) Trial and error learning
(D) Latent learning

38. The psychological framework established by Edward Thorndike is commonly referred to as:

(A) Connectionism
(B) Cognitivism
(C) Constructivism
(D) Humanism

39. Which statement best represents a classroom application of Thorndike's Law of Effect?

(A) The teacher ensures students regularly practice their handwriting skills for twenty dedicated minutes every single day.
(B) The teacher carefully ensures that all students possess necessary prerequisite knowledge prior to introducing a new topic.
(C) The teacher ensures that students experience success and receive encouraging feedback when they master a concept.
(D) The teacher systematically creates a rich physical learning environment designed to stimulate independent student exploration.

40. Match List I with List II regarding concepts from behaviorist theories and their descriptions:

List I :

P. Shaping
Q. Extinction
R. Generalization
S. Spontaneous Recovery

List II :

1. Responding similarly to a range of similar stimuli
2. The reappearance of a weakened conditioned response after a pause
3. Reinforcing successive approximations toward a target behavior
4. The fading out of a behavior when reinforcement is withheld

Select the correct option:

(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-1, S-2
(C) P-3, Q-4, R-2, S-1
(D) P-1, Q-2, R-3, S-4

41. According to Thorndike's Law of Readiness, learning takes place most effectively when:

(A) The learner receives a direct tangible reward or positive reinforcement immediately following the behavior.
(B) The learner is physically, mentally, and emotionally prepared to act.
(C) The specific learning task is systematically repeated multiple times in exact sequence without any variation.
(D) The target learning task is presented in a highly abstract, conceptually demanding, and complex format.

42. Thorndike's Law of Exercise originally contained two sub-parts: the Law of Use and the Law of Disuse. What does the Law of Disuse state?

(A) When a modifiable connection is not made between a situation and response over time, the connection's strength decreases.
(B) Engaging in pure rote repetition without genuine conceptual understanding consistently leads to mental and cognitive fatigue.
(C) Actively punishing an incorrect response systematically weakens the neural connection far more effectively than not responding.
(D) Specialized motor or cognitive skills that are not regularly practiced will automatically transfer to different knowledge domains.

43. Later in his career, Thorndike revised the Law of Exercise. What was the nature of this revision?

(A) He concluded that repetition alone, without knowledge of results or a satisfying consequence, does not strengthen a

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connection.
(B) He formally argued that the Law of Exercise applies exclusively to simple animal learning rather than complex human cognitive learning.
(C) He completely merged the Law of Exercise with the Law of Readiness, asserting that both represented identical biological phenomena.
(D) He explicitly asserted that internal mental rehearsal is vastly superior to physical practice when strengthening neural connections.

44. A physical education teacher conducts a 10-minute warm-up and stretching routine before introducing a complex gymnastic move. This pedagogical decision is most strongly supported by Thorndike's:
(A) Law of Effect
(B) Law of Exercise
(C) Law of Readiness
(D) Law of Multiple Responses

45. A student is learning to solve algebraic equations. When faced with a new type of equation, the student tries several different mathematical operations until one yields the correct answer. This illustrates Thorndike's subordinate law of:
(A) Prepotency of elements
(B) Multiple response
(C) Associative shifting
(D) Set or attitude

46. Identify the incorrect statement regarding the major criticisms of the strict behaviorist approach in educational practice.
(A) Behaviorism largely ignores internal cognitive processes such as reasoning, problem-solving, and memory.
(B) Behaviorist methods are often critiqued for over-relying on extrinsic motivation, which can undermine intrinsic motivation.
(C) Behaviorism assumes that learning is largely a function of environmental conditioning.
(D) Behaviorism adequately explains the rapid acquisition of complex language in young children.

47. Who delivered a famous critique of B.F. Skinner's book "Verbal Behavior," arguing that language acquisition cannot be explained merely by operant conditioning and reinforcement?
(A) Jean Piaget
(B) Lev Vygotsky
(C) Noam Chomsky
(D) Jerome Bruner

48. A significant limitation of rote learning derived purely from the Law of Exercise is that:
(A) It consistently produces excessively high levels of original and flexible creative thinking among students.
(B) It often fails to result in the transfer of learning to novel, real-world situations.
(C) It requires highly specialized digital technology and sophisticated equipment to properly implement in schools.
(D) It inherently and directly violates the core principles and cognitive limits established by cognitive load theory.

49. In contrasting behaviorism with cognitivism, cognitive learning theories rely heavily on the analogy of the human mind functioning similarly to:
(A) A blank slate receiving sensory impressions
(B) A complex mechanical machine operating on gears
(C) A computer (Information Processing System)
(D) A dynamic biological ecosystem adapting to nature

50. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Cognitive psychologists argue that a change in observable behavior is not strictly necessary to conclude that learning has occurred.
Reason (R): Cognitive theories define learning as a change in the learner's internal mental representations and schemas.
Which of the following is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

51. Which school of psychology, emphasizing that "the whole is greater than the sum of its parts" and focusing on insight learning, served as a direct precursor to cognitive learning theories?
(A) Structuralism
(B) Functionalism

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(C) Gestalt Psychology
(D) Psychoanalysis

52. According to David Ausubel's cognitive theory, what is the most important factor influencing learning?
(A) The reinforcement schedule utilized by the teacher
(B) What the learner already knows (prior knowledge)
(C) The physical environment of the classroom
(D) The developmental stage of the learner's brain

53. Which cognitive theorist is best known for the concept of "meaningful verbal learning" and the use of "advance organizers" to bridge the gap between what learners already know and what they need to know?
(A) Jerome Bruner
(B) Jean Piaget
(C) David Ausubel
(D) Albert Bandura

54. Jean Piaget's theory of cognitive development is rooted in the philosophical tradition that seeks to understand the origins of knowledge. Piaget termed his approach:
(A) Radical Constructivism
(B) Genetic Epistemology
(C) Social Cognitivism
(D) Information Processing

55. Consider the following statements regarding Piaget's theory of cognitive development:
I. Cognitive development is a continuous, gradual quantitative process without distinct stages.
II. Children are active constructors of their own knowledge through interactions with the environment.
III. Maturation and experience are key drivers of cognitive development.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

56. In Piaget's theory, the self-regulatory mechanism that balances assimilation and accommodation to maintain cognitive stability is called:
(A) Habituation
(B) Centration
(C) Equilibration
(D) Conservation

57. A principal evaluates a primary school's curriculum and insists that abstract mathematical concepts be delayed until upper primary classes. This administrative decision aligns most closely with which theorist's developmental stages?
(A) B.F. Skinner
(B) Jean Piaget
(C) Ivan Pavlov
(D) Howard Gardner

58. Identify the correct sequential order of Jean Piaget's four stages of cognitive development.
(A) Preoperational, Sensorimotor, Concrete Operational, Formal Operational
(B) Sensorimotor, Concrete Operational, Preoperational, Formal Operational
(C) Sensorimotor, Preoperational, Formal Operational, Concrete Operational
(D) Sensorimotor, Preoperational, Concrete Operational, Formal Operational

59. The understanding that objects continue to exist even when they cannot be seen, heard, or touched is a critical milestone achieved during the sensorimotor stage. This concept is known as:
(A) Deferred imitation
(B) Object permanence
(C) Transductive reasoning
(D) Animism

60. A toddler accidentally kicks a mobile hanging over their crib, causing it to move. The infant enjoys the movement and repeatedly kicks to reproduce the effect. In Piagetian terms, this is an example of:
(A) A primary circular reaction
(B) A secondary circular reaction
(C) A tertiary circular reaction
(D) Egocentric behavior

61. At the very end of the sensorimotor stage, infants develop the ability to form internal mental images of objects and events. This cognitive leap allows for:
(A) Deferred imitation
(B) Conservation of mass
(C) Abstract hypothetical reasoning
(D) Seriation

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62. Which age range is generally associated with Piaget's preoperational stage of cognitive development?
(A) Birth to 2 years
(B) 2 to 7 years
(C) 7 to 11 years
(D) 12 years and older

63. A preschooler believes that the sun follows them when they walk outside and that the clouds are moving because they want to race. This attribution of lifelike qualities to inanimate objects is termed:
(A) Egocentrism
(B) Animism
(C) Artificialism
(D) Realism

64. A child is shown two identical short, wide glasses containing equal amounts of juice. The juice from one glass is poured into a tall, narrow glass. The child claims the tall glass has more juice because "it goes up higher." The child's inability to recognize that the amount remains the same is due to a lack of:
(A) Object permanence
(B) Centration
(C) Conservation
(D) Transitivity

65. In the scenario described where juice is poured into a tall, narrow glass, the child focuses only on the height of the liquid and ignores the width of the glass. This cognitive limitation is called:
(A) Reversibility
(B) Centration
(C) Assimilation
(D) Seriation

66. Egocentrism, characteristic of the preoperational stage, is best defined as:
(A) The child's selfish moral desire to hoard personal toys and strictly refuse to share them with peers.
(B) The child's inability to distinguish between their own perspective and someone else's perspective.
(C) The child's egocentric belief that their own thoughts directly cause all natural events in the physical world.
(D) The child's cognitive tendency to focus exclusively on only one salient physical feature of a given object.

67. The preoperational child often reasons from one specific event to another specific event, without logical generalization. For example, "I haven't had my nap, so it isn't afternoon yet." This is known as:
(A) Deductive reasoning
(B) Inductive reasoning
(C) Transductive reasoning
(D) Propositional reasoning

68. The concrete operational stage marks a major turning point in cognitive development because it marks the beginning of:
(A) Logical or operational thought applied to tangible objects
(B) The ability to engage in symbolic play and language
(C) The capacity to manipulate abstract concepts without physical referents
(D) Reflexive, instinctual actions

69. A child in the concrete operational stage realizes that if A = B and B = C, then A = C. This logical principle is known as:
(A) Seriation
(B) Transitivity
(C) Classification
(D) Decentration

70. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A teacher should use physical manipulatives and hands-on experiments when teaching fractions to 4th-grade students.
Reason (R): 4th-grade students are typically in the concrete operational stage, requiring tangible objects to perform logical operations.
Which of the following is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

71. The ability to mentally undo an action, such as understanding that 3 + 4 = 7 also means 7 - 4 = 3, is a cognitive milestone known as:
(A) Reversibility
(B) Assimilation
(C) Conservation
(D) Animism

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72. Which of the following tasks requires the cognitive skill of seriation?
(A) Grouping blocks by color and then by shape
(B) Arranging a series of sticks in order from shortest to longest
(C) Recognizing that a ball of clay can be rolled into a snake and rolled back into a ball
(D) Understanding that a hidden toy still exists

73. The defining characteristic of Piaget's formal operational stage is the emergence of:
(A) Centration and static imagery
(B) Goal-directed sensory behavior
(C) Hypothetico-deductive reasoning
(D) Irreversibility

74. An adolescent in the formal operational stage can solve the problem: "If all blurgs are green, and I have a blurg, what color is it?" even though "blurgs" do not exist. This demonstrates:
(A) Propositional logic
(B) Transductive logic
(C) Seriation
(D) Egocentrism

75. Consider the following statements about adolescent egocentrism during the formal operational stage:
I. The "imaginary audience" is the belief that others are as intensely interested in them as they are in themselves.
II. The "personal fable" involves a sense of uniqueness and invincibility.
III. Adolescent egocentrism is identical to the egocentrism found in the preoperational stage.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

76. A high school teacher designs a lesson where students must debate the ethical implications of genetic engineering. This pedagogical strategy is developmentally appropriate because students at this age are typically capable of:
(A) Abstract logical reasoning
(B) Concrete categorization
(C) Imaginative symbolic play
(D) Secondary circular actions

77. According to Piaget, the process of interpreting new experiences by incorporating them into existing cognitive schemas is called:
(A) Accommodation
(B) Assimilation
(C) Equilibration
(D) Organization

78. A young child whose family has a pet dog goes to a farm and sees a sheep for the first time. The child points to the sheep and says, "Doggy!" In Piagetian terms, this is an example of:
(A) Accommodation
(B) Conservation
(C) Assimilation
(D) Transductive reasoning

79. When a child encounters new information that cannot be assimilated into existing schemas, cognitive dissonance occurs. Piaget referred to this state of cognitive conflict as:
(A) Equilibration
(B) Disequilibrium
(C) Centration
(D) Egocentrism

80. Consider the following sequence of concepts related to Piaget's mechanism of learning:
I. Assimilation
II. Accommodation
III. Disequilibrium
IV. Equilibrium
Which of the following options represents the logical cycle of cognitive adaptation when a learner faces a highly novel situation?
(A) I → IV → II → III
(B) I → III → II → IV
(C) II → I → IV → III
(D) IV → II → I → III

81. After a parent explains that the white, fluffy animal says "baa" and is called a sheep, the child alters their existing schema for four-legged animals to include a separate category for sheep. This process is called:
(A) Assimilation
(B) Extinction
(C) Accommodation
(D) Generalization

82. In cognitive psychology, a "schema" is best described as:
(A) A biological reflex mechanism present in the human infant at birth

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(B) A structured cluster of concepts or an organized pattern of thought and action
(C) A specific behavioral schedule governing the delivery of positive reinforcement
(D) An innate neurological mechanism functioning as a language acquisition device

83. Which of the following is an incorrect statement regarding cognitive schemas?
(A) Schemas remain static and unchanged throughout a person's life.
(B) Schemas help individuals interpret new information more efficiently.
(C) A script is a specific type of event schema, such as knowing the sequence of ordering food in a restaurant.
(D) Schemas act as cognitive filters that can sometimes lead to biases in memory.

84. Jerome Bruner's theory of cognitive development diverged from Piaget's largely on the issue of:
(A) The fundamental existence of distinct universal cognitive developmental stages
(B) The critical role of the individual learner as an active agent in knowledge acquisition
(C) The necessity of mental schemas in organizing internal cognitive structures
(D) The influence of culture and language on cognitive growth

85. A principal organizing an in-service training session quotes the famous axiom: "Any subject can be taught effectively in some intellectually honest form to any child at any stage of development." This statement represents the core educational philosophy of:
(A) Jean Piaget
(B) Lev Vygotsky
(C) Jerome Bruner
(D) B.F. Skinner

86. Bruner proposed three modes of representation. What is the correct sequence of their emergence in cognitive development?
(A) Iconic → Enactive → Symbolic
(B) Symbolic → Enactive → Iconic
(C) Enactive → Iconic → Symbolic
(D) Enactive → Symbolic → Iconic

87. In Bruner's theory, the Enactive mode of representation involves:
(A) Representing knowledge primarily through internal visual images and sensory icons
(B) Representing knowledge primarily through language systems and abstract symbols
(C) Representing knowledge through motor responses and physical actions
(D) Representing knowledge primarily through social interactions and interpersonal speech

88. A mathematics teacher introduces the concept of addition by first having students physically combine blocks, then drawing pictures of the blocks, and finally writing the equation $2 + 3 = 5$. This pedagogical sequence perfectly mirrors Bruner's:
(A) Hierarchy of Learning
(B) Modes of Representation
(C) Zones of Proximal Development
(D) Schedules of Reinforcement

89. According to Bruner, the Symbolic mode of representation is advantageous because it:
(A) Is entirely independent of local cultural influences, social context, and specific linguistic systems.
(B) Relies exclusively on direct sensory-motor physical contact with objects in the surrounding environment.
(C) Allows for the manipulation of abstract propositions and hypotheticals beyond immediate reality.
(D) Prevents mental cognitive overload by strictly limiting the functional capacity of working memory.

90. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Bruner argued against the strict application of Piaget's developmental stages to dictate curriculum readiness.
Reason (R): Bruner believed that with appropriate structuring of knowledge, complex concepts could be simplified and taught to young children.
Which of the following is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

91. The concept of the "Spiral Curriculum," introduced by Jerome Bruner, suggests that:
(A) Subjects should be taught in strict sequential order, mastering one topic completely before

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moving to the next.
(B) Basic ideas of a subject should be repeatedly revisited, building upon them until full mastery is achieved.
(C) Curriculum should be designed primarily around the spontaneous, evolving interests and curiosity of the child.
(D) Curriculum should move strictly in a linear fashion through content without ever returning to previous topics.

92. What is the primary pedagogical advantage of utilizing a spiral curriculum in school education?
(A) It significantly reduces the ongoing need for continuous formative assessment and diagnostic evaluation in classrooms.
(B) It reliably ensures that all students memorize essential factual information permanently on their initial attempt.
(C) It deepens understanding by allowing students to connect new complexities to previously learned foundational concepts.
(D) It completely eliminates the requirement for commercial printed textbooks and formal standardized achievement testing.

93. Jerome Bruner was a strong advocate for "Discovery Learning." In this approach, the role of the teacher is primarily to:
(A) Transmit structured body of academic knowledge directly to students through continuous formal classroom lectures.
(B) Provide a problem or a set of materials and guide students to discover the underlying rules or principles themselves.
(C) Ensure strict behavioral compliance and classroom discipline while students participate in scientific experiments.
(D) Provide correct factual answers prior to an experiment so that students know precisely what findings to look for.

94. Discovery learning heavily relies on which type of logical reasoning?
(A) Deductive reasoning
(B) Inductive reasoning
(C) Transductive reasoning
(D) Fallacious reasoning

95. Consider the following statements about Discovery Learning:
I. It increases intrinsic motivation because students feel a sense of ownership over their learning.
II. It is highly efficient for teaching large volumes of factual information in a short time.
III. Unstructured "pure discovery" can lead to cognitive overload and frustration in novice learners.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

96. A major criticism of unguided discovery learning is that:
(A) It relies excessively on passive rote memorization and mechanical repetition rather than authentic conceptual understanding.
(B) It assumes learners already possess the necessary background knowledge to construct accurate scientific principles.
(C) It explicitly discourages collaborative social interaction and cooperative learning activities among classroom peers.
(D) It aligns far too closely with strict traditional behaviorist principles of external stimulus and response conditioning.

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97. The overarching paradigm of Constructivism rests on the epistemological premise that:
(A) Knowledge represents an objective external reality transferred directly from the expert teacher to the student.
(B) Knowledge is actively constructed by the learner through experiences and reflections.
(C) Knowledge is purely innate and unfolds naturally over time in accordance with biological and neurological maturation.
(D) Knowledge is nothing more than an organized complex series of conditioned physiological and behavioral reflexes.

98. Radical Constructivism, associated with Ernst von Glasersfeld, posits that:
(A) Reality is entirely subjective and we can never know an objective truth, only what is viable based on our experiences.
(B) Knowledge construction is exclusively a social process with virtually no meaningful individual cognitive component.
(C) Classroom teachers must radically reform their instructional environments to completely eliminate all forms of discipline.

(D) The human cognitive system operates on mechanisms that function exactly like a digital electronic processing computer.

99. Which of the following assessment strategies is most congruent with a constructivist classroom?
(A) High-stakes multiple-choice standardized achievement testing
(B) Frequent timed factual recall quizzes and spelling drills
(C) Portfolios, authentic tasks, and project-based assessments
(D) Norm-referenced standardized individual intelligence tests

100. Lev Vygotsky's theory is distinct from Piaget's because Vygotsky placed much greater emphasis on:
(A) Biological maturation and neural growth
(B) Universal stages of cognitive development
(C) Social interaction and cultural tools
(D) Extrinsic behavioral reinforcement

101. According to Vygotsky, cognitive development involves the transformation of social processes into internal psychological processes. This mechanism is called:
(A) Accommodation
(B) Internalization
(C) Equilibration
(D) Habituation

102. Vygotsky argued that a child talking to themselves while solving a puzzle (private speech) is:
(A) A clear sign of early cognitive immaturity, self-centeredness, and egocentrism.
(B) A crucial step in the development of self-regulation and internal thought.
(C) A clinical indicator of an underlying emotional or psychological disorder.
(D) Merely copying and mimicking adult conversation without genuine understanding.

103. The Zone of Proximal Development (ZPD) is defined by Vygotsky as the distance between:
(A) The developmental boundary separating the sensorimotor stage and the preoperational stage.
(B) What a child can do independently and what they can do with guidance and collaboration.
(C) The quantifiable gap existing between a child's chronological age and their mental age.
(D) The tension between the biological capability of the brain and the cultural demands of society.

104. A teacher determines that a student can read a Level 3 book independently but struggles with a Level 5 book. With the teacher's prompting and vocabulary support, the student successfully reads a Level 4 book. The Level 4 book represents the student's:
(A) Zone of actual development
(B) Zone of proximal development
(C) Zone of frustration
(D) Zone of physiological limit

105. In the context of Vygotsky's theory, the concept of "Scaffolding" (later coined by Wood, Bruner, and Ross) refers to:
(A) A permanent rigid structure provided by the teacher designed to ensure that the student never commits an academic error.
(B) The temporary support provided by a more capable individual that enables a learner to achieve a goal they could not achieve alone.
(C) The physical architectural layout and spatial arrangement of desks within an effective constructivist learning classroom.
(D) Systematically penalizing or punishing a student whenever they fail to reach their full potential within their personal ZPD.

106. An essential feature of effective scaffolding is "fading," which means:
(A) The student slowly and inevitably forgets the learned information as time elapses.
(B) The teacher gradually withdraws support as the student's competence increases.
(C) The complexity of the target task is continuously decreased until it is simple.
(D) The teacher deliberately ignores the student's mistakes to build personal confidence.

107. Which of the following is NOT a typical scaffolding strategy used by teachers?
(A) Offering helpful subtle hints and verbal cues to guide student thinking
(B) Explicitly modeling and demonstrating the correct problem-solving procedure
(C) Providing the final answer immediately when a student pauses during a response
(D) Breaking a complex learning task into smaller, easily manageable sequential steps

108. In Vygotskian terminology, an MKO stands for:

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(A) More Knowledgeable Other
(B) Multiple Knowledge Operations
(C) Meaningful Kinesthetic Output
(D) Mental Knowledge Organization

109. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In a social constructivist classroom, the More Knowledgeable Other (MKO) must always be the adult teacher.
Reason (R): Vygotsky emphasized that cognitive growth only occurs when knowledge is transmitted from an adult authority figure to a child.
Which of the following is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

110. A principal observes a classroom where students are working in heterogeneous groups. A strong math student is explaining the steps of long division to a struggling peer. In this specific interaction, the peer tutor is acting as the:
(A) MKO (More Knowledgeable Other)
(B) Conditioned Stimulus
(C) Authoritarian leader
(D) Assessor

111. Which instructional model is directly derived from Vygotsky's theories and involves a teacher and a small group of students collaborating to improve reading comprehension through predicting, questioning, clarifying, and summarizing?
(A) Direct Instruction
(B) Reciprocal Teaching
(C) Programmed Learning
(D) Operant Conditioning

112. The concept of "Cognitive Apprenticeship" involves:
(A) Students passively watching instructional videos of domain experts performing complex procedures.
(B) Students learning cognitive skills through guided participation with an expert in authentic activities.
(C) Students independently completing paper worksheets focusing exclusively on abstract theoretical concepts.
(D) Students working directly as manual trade laborers within traditional vocational job training centers.

113. Consider the following characteristics of a classroom:
I. The teacher acts as a facilitator or guide rather than a dictator.
II. Learning tasks are embedded in authentic, real-world contexts.
III. Students are encouraged to engage in dialogue and negotiation of meaning.
Which educational philosophy do these characteristics describe?
(A) Strict Behaviorism
(B) Social Constructivism
(C) Classical Conditioning
(D) Information Processing Theory

114. Robert Gagne is best known for his theory regarding the:
(A) Multiple Intelligences
(B) Conditions of Learning
(C) Psychosocial Stages of Development
(D) Moral Development Stages

115. According to Gagne's hierarchical model of learning, what is the highest and most complex form of learning?
(A) Signal Learning
(B) Concept Learning
(C) Rule Learning
(D) Problem Solving

116. Gagne proposed "Nine Events of Instruction" to provide a framework for effective lesson planning. What is the first event in this sequence?
(A) Presenting the stimulus material
(B) Gaining attention
(C) Informing learners of the objective
(D) Eliciting performance

117. In Gagne's Nine Events of Instruction, asking students to recall prior knowledge related to the day's topic serves to:
(A) Evaluate their overall final academic grade for the unit.
(B) Stimulate recall of prerequisite learning into working memory.
(C) Provide immediate evaluative feedback on current task performance.
(D) Gain their initial visual and auditory focused attention.

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118. Gagne identified five major categories of learning outcomes. Which of the following is NOT one of those categories?
(A) Verbal Information
(B) Intellectual Skills
(C) Motor Skills
(D) Unconditioned Reflexes

119. Howard Gardner's Theory of Multiple Intelligences (MI) challenged the traditional view of intelligence by arguing that:
(A) Intelligence is a single, general mental capability (g-factor) that can be accurately measured by a standardized IQ test.
(B) Intelligence consists of distinct, autonomous capabilities that are relatively independent of one another.
(C) Intelligence is purely a fixed product of biological genetic inheritance that cannot be meaningfully modified by experience.
(D) Intelligence is strictly equivalent to traditional academic achievement demonstrated in formal mathematics and language subjects.

120. Consider the following intelligences proposed by Gardner:
I. Linguistic
II. Logical-Mathematical
III. Spatial
IV. Musical
Which of the above intelligences are most heavily emphasized in traditional school curricula and standardized testing?
(A) I and III
(B) I and II
(C) II and IV
(D) III and IV

121. A student who has an exceptional ability to understand and interact effectively with others, demonstrating empathy and strong leadership skills, is exhibiting high:
(A) Intrapersonal Intelligence
(B) Interpersonal Intelligence
(C) Existential Intelligence
(D) Naturalistic Intelligence

122. Intrapersonal intelligence, according to Gardner, refers to:
(A) The ability to understand one's own inner feelings, motivations, and goals.
(B) The ability to coordinate gross and fine bodily movements effectively in space.
(C) The ability to observe, categorize, and recognize complex patterns in nature.
(D) The ability to communicate persuasively and empathetically with social peers.

123. A biology teacher conducts a lesson on plant taxonomy by taking students to the school garden to categorize different leaves. This pedagogical approach best targets students with high:
(A) Spatial Intelligence
(B) Bodily-Kinesthetic Intelligence
(C) Naturalistic Intelligence
(D) Linguistic Intelligence

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124. Which of the following is a valid criticism of Gardner's Theory of Multiple Intelligences?
(A) It relies far too heavily on traditional psychometric instruments and standardized individual IQ testing procedures.
(B) It lacks robust empirical and psychometric evidence validating the strict independence of the intelligences.
(C) It inappropriately limits classroom pedagogical strategies exclusively to formal direct lecturing methods.
(D) It categorizes young school children far too rigidly based on their family background and socioeconomic status.

125. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Gardner's Multiple Intelligences theory is synonymous with the concept of "Learning Styles" (e.g., visual, auditory, kinesthetic learners).
Reason (R): Both theories suggest that tailoring instruction to a student's preferred modality guarantees higher academic achievement.
Which of the following is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

126. When applying learning theories to instructional design, if a teacher's goal is to ensure students can rapidly and accurately perform a basic procedural skill (e.g., keyboarding), which theoretical approach provides the most effective instructional strategies?
(A) Social Constructivism
(B) Behaviorism

(C) Gestalt Psychology
(D) Psychoanalysis

127. The 5E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate) is most heavily rooted in which learning theory?
(A) Behaviorism
(B) Constructivism
(C) Connectionism
(D) Classical Conditioning

128. In the "Explore" phase of the 5E model, students are encouraged to:
(A) Listen attentively to a detailed formal teacher lecture explicitly explaining the scientific concept.
(B) Take an individual summative examination designed to rigorously test their baseline content knowledge.
(C) Interact with materials and each other to build common experiences and test hypotheses.
(D) Systematically memorize comprehensive vocabulary lists and definition sheets related to the new topic.

129. A principal advises a teacher that relying solely on one learning theory is ineffective for a diverse classroom. The practice of drawing upon multiple theories (Behaviorist, Cognitive, Constructivist) depending on the learning objective and context is known as:
(A) Dogmatism
(B) Eclecticism
(C) Reductionism
(D) Radicalism

130. The "Flipped Classroom" model—where students review lecture materials at home and engage in problem-solving in class—leverages which theoretical shift in classroom time?
(A) From active constructivist learning application in the classroom to passive behaviorist drilling practices in the classroom.
(B) From lower-order cognitive tasks at home to higher-order constructivist tasks in the presence of an MKO (teacher).
(C) From passive respondent classical conditioning mechanisms to active instrumental operant conditioning principles.
(D) From unguided pure discovery learning strategies to highly structured, teacher-led strict direct instruction methods.

131. When comparing Piaget and Vygotsky, what is their primary theoretical difference regarding the relationship between learning and development?
(A) Piaget believed learning always precedes development; Vygotsky believed development always precedes learning.
(B) Piaget believed development precedes learning; Vygotsky believed learning pulls development forward.
(C) Both theorists believed that learning and cognitive development are entirely separate, independent processes.
(D) Both theorists believed that biological development strictly dictates the universal pace of learning without exception.

132. How do Piaget and Vygotsky differ in their views on the role of language in cognitive development?
(A) Piaget viewed spoken language as the absolute primary driver of cognitive development, whereas Vygotsky viewed it merely as an egocentric byproduct.
(B) Vygotsky viewed language as a fundamental tool that shapes thought; Piaget viewed language mostly as a reflection of existing cognitive structures.
(C) Both theorists explicitly agreed that formal symbolic language is entirely unnecessary for driving complex cognitive development in young children.
(D) Both theorists explicitly agreed that audible private speech in young children represents a clear clinical sign of psychological regression.

133. Consider the following statements comparing Piaget and Vygotsky:
I. Piaget emphasized peer interactions to create cognitive conflict.
II. Vygotsky emphasized interactions with more knowledgeable adults or peers to provide scaffolding.
III. Both theorists rejected the idea that children actively construct knowledge.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

134. If a teacher subscribes strictly to Piagetian theory, how would they handle a student who fails to grasp an abstract concept like algebra?
(A) Provide intense individualized scaffolding,

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peer tutoring, and explicit structural guidance continuously until the student fully understands the math.
(B) Use a systematic token economy reinforcement system to continuously reward and reinforce the student's persistent attempts at solving the math problems.
(C) Conclude that the student has not yet reached the formal operational stage and delay the instruction, providing concrete tasks instead.
(D) Assume the student permanently lacks logical-mathematical intelligence capacity and formally excuse them from participating in the algebra class.

135. If a teacher subscribes to Vygotskian theory when dealing with a student struggling with algebra, how would they approach the situation?
(A) Passively wait until the child's brain biologically matures and develops the necessary neural structures.
(B) Assess the child's ZPD and provide targeted scaffolding to bridge the gap in understanding.
(C) Apply immediate positive punishment strategies in class to effectively decrease the child's mathematical errors.
(D) Instruct the child on algebraic concepts using exclusively enactive motor modes of physical representation.

136. Which learning theory posits that knowledge is distributed across networks of people and technology, and that the ability to learn what we need for tomorrow is more important than what we know today?
(A) Connectivism
(B) Behaviorism
(C) Humanism
(D) Gestaltism

137. Which theorist is associated with the concept of "Reciprocal Determinism," stating that behavior, environment, and personal/cognitive factors all mutually influence one another?
(A) B.F. Skinner
(B) Albert Bandura
(C) Lev Vygotsky
(D) Jean Piaget

138. In Albert Bandura's Social Learning Theory, the process of learning by watching others is called:
(A) Operant conditioning
(B) Observational learning (Modeling)
(C) Classical conditioning
(D) Latent learning

139. Bandura outlined four necessary conditions for effective modeling to occur. What is the correct sequence of these conditions?
(A) Retention, Attention, Motivation, Reproduction
(B) Attention, Retention, Reproduction, Motivation
(C) Motivation, Attention, Retention, Reproduction
(D) Attention, Reproduction, Retention, Motivation

140. Consider the following classroom scenario: A teacher praises Student A for cleaning up the art supplies. Student B, observing this, immediately cleans up their own art supplies. This is an example of:
(A) Direct reinforcement
(B) Vicarious reinforcement
(C) Negative punishment
(D) Shaping

141. Bandura's concept of "Self-Efficacy" refers to:
(A) A student's generalized overall global evaluation and affective feeling regarding their personal self-worth.
(B) A student's belief in their own capability to organize and execute actions required to achieve a specific goal.
(C) A student's fixed innate intellectual capacity and biological potential measured by standardized testing.
(D) A student's physical spatial ability to manipulate material objects within their immediate surrounding environment.

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142. A teacher wants to increase a struggling student's self-efficacy in mathematics. According to Bandura, which of the following is the most powerful source of self-efficacy?
(A) Verbal persuasion and encouragement ("You can definitely do it!")
(B) Vicarious experiences (observing similar peers succeed on tasks)
(C) Mastery experiences (personal success on past math tasks)
(D) Physiological arousal (feeling intense anxiety before a test)

143. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Social Cognitive Theory bridges the gap between behaviorism and cognitivism.
Reason (R): It encompasses attention, memory, and motivation (cognitive processes) while also acknowledging the role of environmental reinforcement.
Which of the following is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

144. Which prominent educational philosophy emphasizes the growth of the whole person, self-actualization, and the affective (emotional) needs of the learner?
(A) Behaviorism
(B) Humanism
(C) Cognitivism
(D) Information Processing

145. Abraham Maslow, a key figure in humanistic psychology, proposed a Hierarchy of Needs. According to this theory, a teacher must recognize that:
(A) Cognitive intellectual needs (like mastering physics) always supersede basic physiological survival needs.
(B) A student who is hungry or feels unsafe will have severe difficulty focusing on academic learning.
(C) Self-actualization is the absolute primary baseline need that must be met during early childhood development.
(D) Delivering extrinsic tangible rewards is the single effective method available to satisfy student esteem needs.

146. Carl Rogers, another leading humanist, advocated for "learner-centered education." A key requirement for the teacher in this model is to provide:
(A) Strict behavioral boundaries and token economies
(B) Unconditional positive regard and empathy
(C) Carefully sequenced programmed instruction
(D) Rigorous standardized assessments

147. Constructivist pedagogy often utilizes "Problem-Based Learning" (PBL). In PBL, learning begins with:
(A) The teacher presenting the foundational theory.
(B) An ill-structured, open-ended real-world problem.
(C) A multiple-choice pre-test.
(D) Rote memorization of facts needed to solve the problem.

148. According to Information Processing Theory, the "Working Memory" (or short-term memory) is characterized by:
(A) Unlimited storage capacity and permanent, unlimited duration for all sensory inputs.
(B) Limited capacity (roughly 7 +/- 2 items) and short duration (approx. 15-30 seconds).
(C) Strictly limited item capacity combined with permanent, unlimited storage duration.
(D) Unlimited overall storage capacity coupled with extremely short retention duration.

149. In Information Processing Theory, the process of grouping distinct pieces of information into larger, meaningful units to increase the capacity of working memory is known as:
(A) Chunking
(B) Encoding
(C) Retrieval
(D) Rehearsal

150. A student repeats a phone number over and over in their head to keep it in working memory until they can dial it. This is an example of:
(A) Elaborative rehearsal
(B) Maintenance rehearsal
(C) Semantic encoding
(D) Episodic memory

151. To move information from working memory into long-term memory effectively, cognitive psychologists recommend "Elaborative Rehearsal." Which of the following best demonstrates this?
(A) Repeatedly writing a new vocabulary word 50 times in succession on a piece of paper.
(B) Connecting a new vocabulary word to a personal experience or a previously learned concept.
(C) Passively highlighting almost the entire textbook chapter with a bright yellow marker.
(D) Listening repeatedly to recorded audio of

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the lecture while sleeping deeply at night.

152. Metacognition, a crucial concept in cognitive learning theories, is best defined as:
(A) The biological and physiological maturation taking place in the brain's frontal lobe area.
(B) Thinking about one's own thinking, or the awareness and regulation of one's own cognitive processes.
(C) The maximum processing speed at which novel information is processed within working memory.
(D) The involuntary, spontaneous subconscious recall of emotionally traumatic past events.

153. A student taking a test realizes they do not understand a reading passage. They decide to slow down, re-read the passage, and look for context clues. This behavior is a prime example of:
(A) Metacognitive regulation
(B) Operant conditioning
(C) Classical conditioning
(D) Automaticity

154. Consider the following statements about Cognitive Load Theory:
I. Intrinsic cognitive load is determined by the inherent complexity of the learning material.
II. Extraneous cognitive load is caused by poorly designed instructional materials and should be minimized.
III. Germane cognitive load refers to the mental effort required to construct schemas and should be optimized.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

155. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A PowerPoint presentation that includes dense text read aloud word-for-word by the teacher is highly effective for learning.
Reason (R): It utilizes both visual and auditory channels, thereby halving the cognitive load on the learner.
Which of the following is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

156. In the context of learning theories, "Transfer of Learning" refers to:
(A) A student physically moving and enrolling from one local school district directly into another district.
(B) The application of knowledge or skills learned in one context to a new, different context.
(C) The active teacher transmitting academic knowledge directly into the passive student's mind.
(D) The gradual biological decay and loss of stored memory traces over an extended period of time.

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157. Positive transfer of learning occurs when:
(A) Prior learning interferes with the learning of a new skill (e.g., driving a manual car vs. an automatic).
(B) Prior learning enhances the learning of a new skill (e.g., knowing Spanish helps in learning Italian).
(C) Prior learning has absolutely no effect on new learning.
(D) A student relies on a peer tutor to pass a test.

158. The concept of "Situated Learning" (Lave and Wenger) argues that learning is fundamentally a social process and is deeply tied to the context in which it occurs. A key component of this theory is:
(A) Legitimate Peripheral Participation
(B) Schedules of Reinforcement
(C) The Law of Disuse
(D) Hypothetico-deductive reasoning

159. According to constructivist approaches, the role of errors in the learning process is viewed as:
(A) Maladaptive behavioral responses that must be immediately punished, corrected, and completely extinguished.
(B) Clear quantitative clinical indicators demonstrating low innate cognitive intelligence and academic capability.
(C) Natural and necessary windows into the student's current schemas and opportunities for cognitive growth.
(D) Obvious signs indicating that the teacher has

completely failed to provide clear, effective direct instruction.

160. Match List I with List II regarding theorists and their key concepts:

List I :

P. B.F. Skinner
Q. Jean Piaget
R. Lev Vygotsky
S. Jerome Bruner

List II :

1. Scaffolding (ZPD)
2. Spiral Curriculum
3. Operant Conditioning
4. Genetic Epistemology

Select the correct option:

(A) P-3, Q-4, R-1, S-2
(B) P-3, Q-1, R-4, S-2
(C) P-4, Q-3, R-1, S-2
(D) P-2, Q-4, R-1, S-3

161. A principal is reviewing a lesson plan based on Gagne's Nine Events of Instruction. The teacher has planned a role-play activity to see if students can apply the new concept in a simulated real-world scenario. Which of Gagne's events does this represent?

(A) Presenting the stimulus
(B) Eliciting performance
(C) Providing feedback
(D) Enhancing retention and transfer

162. Behaviorists argue that learning objectives should be stated in terms of observable behaviors. Which of the following is a properly formulated behavioral objective?

(A) "The student will deeply understand all primary causes of World War II."
(B) "The student will appreciate the poetic beauty of Shakespearean works."
(C) "The student will list four major causes of World War II with 100% accuracy."
(D) "The student will know and state all basic rules of playing basketball."

163. In the context of cognitive learning, the "Zeigarnik Effect" refers to the tendency for people to:

(A) Remember uncompleted or interrupted tasks better than completed tasks.
(B) Forget new information that directly contradicts their existing personal beliefs.
(C) Learn abstract concepts better when active physical movement is involved.
(D) Systematically overestimate their overall cognitive abilities and performance.

164. Which of the following best describes "Experiential Learning" as proposed by David Kolb?

(A) Learning academic concepts solely through passively reading traditional textbooks and taking static notes.
(B) A four-stage cycle involving Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation.
(C) Learning subject content through strict behavioral conditioning mechanisms and environmental stimulus-response pairings.
(D) A linear, step-by-step process of systematically memorizing factual information through physical flashcards.

165. According to Kolb's experiential learning cycle, what step immediately follows "Concrete Experience"?

(A) Active Experimentation
(B) Abstract Conceptualization
(C) Reflective Observation
(D) Summative Evaluation

166. A principal implements a "Peer Mentoring" program where senior students help junior students with specific academic challenges. This structural intervention is most theoretically aligned with:

(A) Classical Conditioning
(B) Vygotsky's Social Constructivism
(C) Thorndike's Law of Exercise
(D) Skinner's Token Economy

167. "Self-Regulated Learning" (SRL) is a cyclical process where students proactively manage their own learning. According to Zimmerman's model, the three phases of SRL are:

(A) Forethought, Performance/Volitional Control, Self-Reflection
(B) Stimulus Presentation, Behavioral Response, External Reinforcement
(C) Schema Assimilation, Cognitive Accommodation, State of Equilibration
(D) Selective Attention, Information Retention, Behavioral Reproduction

168. In Piagetian theory, the term "Operation" specifically refers to:

(A) A direct physical motor action performed on

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a tangible external object.
(B) An internalized mental action that is logical and reversible.
(C) An innate involuntary reflex action present in human infants at birth.
(D) The informal social transmission of cultural knowledge across peers.

169. Identify the correct statement regarding "Meaningful Learning" vs "Rote Learning" as described by Ausubel.
(A) Meaningful learning requires that the individual learner's cognitive structure is initially entirely empty (tabula rasa).
(B) Meaningful learning occurs when new information is related substantively and non-arbitrarily to what the learner already knows.
(C) Rote learning is always demonstrably superior for long-term retention and retrieval of highly complex scientific concepts.
(D) Meaningful learning can only occur through completely unguided and unstructured autonomous discovery learning tasks.

170. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): According to Multiple Intelligences theory, an individual usually possesses only one of the eight intelligences.
Reason (R): Gardner argued that the intelligences operate entirely in isolation from one another.
Which of the following is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

171. A major distinction between Classical and Operant Conditioning is that:
(A) Classical conditioning relies entirely on voluntary responses, whereas operant conditioning relies on involuntary reflexes.
(B) Classical conditioning associates two stimuli, while operant conditioning associates a behavior with its consequence.
(C) Behavioral extinction occurs exclusively in classical conditioning and is absent in operant conditioning frameworks.
(D) Operant conditioning was originally developed by Pavlov, whereas classical conditioning was developed by Skinner.

172. Consider the following instructional practices:
I. Providing graphic organizers before reading a text.
II. Asking guiding questions to help a student reach an answer.
III. Supplying a glossary of key terms for a complex chapter.
Which of the following do these practices exemplify?
(A) Positive Punishment
(B) Scaffolding
(C) Classical Conditioning
(D) Rote Memorization

173. The primary difference between "Negative Reinforcement" and "Positive Punishment" is that:
(A) Negative reinforcement involves systematically removing a pleasant stimulus, while positive punishment involves presenting a pleasant stimulus to the individual.
(B) Negative reinforcement increases a behavior by removing an aversive stimulus, while positive punishment decreases a behavior by presenting an aversive stimulus.
(C) They are completely identical behavioral concepts; both of these psychological terms are used interchangeably throughout educational research literature.
(D) Negative reinforcement operates effectively only on non-human animals, while positive punishment operates effectively exclusively on human beings.

174. Which of the following theorists is NOT typically classified as a Constructivist (either cognitive or social)?
(A) Jean Piaget
(B) Lev Vygotsky
(C) Jerome Bruner
(D) Ivan Pavlov

175. A music teacher claps a complex rhythm and asks the students to clap it back. In Bandura's terminology, the teacher is serving as a:
(A) Primary Reinforcer
(B) Model
(C) Conditioned Stimulus
(D) Schema

176. Which of the following best describes the "Information Processing" view of forgetting?

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(A) Forgetting represents the active behavioral punishment and systematic suppression of incorrect schemas.
(B) Forgetting occurs due to decay over time or interference from other information in memory.
(C) Forgetting is the direct result of a learner regressing back to a previous cognitive developmental stage.
(D) Forgetting operates primarily as an unconscious psychological defense mechanism against past trauma.

177. In cognitive psychology, "Declarative Knowledge" refers to:
(A) Knowing "how" to perform a physical action (e.g., riding a bike).
(B) Knowing "that" something is the case (facts, concepts, events).
(C) Knowing "when and why" to execute a specific cognitive strategy.
(D) Expressing the physical behavioral manifestation of learning.

178. In contrast, knowing "how" to perform a specific skill or task, such as solving a quadratic equation or tying a shoelace, is termed:
(A) Declarative Knowledge
(B) Procedural Knowledge
(C) Conditional Knowledge
(D) Episodic Knowledge

179. A student knows that using a mnemonic device is an effective way to memorize a list, and they know exactly when to employ this strategy during their study sessions. This type of knowledge is called:
(A) Procedural Knowledge
(B) Declarative Knowledge
(C) Conditional (or Strategic) Knowledge
(D) Semantic Knowledge

180. A teacher designs a science unit where students work in teams to design a water filtration system using everyday materials. The teacher guides the process but does not dictate the design. This activity is fundamentally grounded in:
(A) Project-Based Learning / Constructivism
(B) Direct Instruction / Behaviorism
(C) Programmed Instruction / Operant Conditioning
(D) Rote Learning / Connectionism

181. In Vygotsky's theory, the transition from communicating with others to regulating one's own thoughts and actions is marked by the developmental trajectory of:
(A) Social Speech → Egocentric Speech → Inner Speech
(B) Inner Speech → Social Speech → Egocentric Speech
(C) Egocentric Speech → Inner Speech → Social Speech
(D) Social Speech → Inner Speech → Egocentric Speech

182. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Behavior modification programs in schools often utilize a "Token Economy" to manage student behavior.
Reason (R): Token economies rely on the principles of classical conditioning by pairing an unconditioned stimulus with a conditioned stimulus.
Which of the following is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

183. Which of the following is a defining feature of "Meaningful Learning" in Ausubel's theory?
(A) The systematic use of rote repetition and practice to commit factual details to short-term memory.
(B) The incorporation of new knowledge into existing cognitive structures in a non-arbitrary way.
(C) The exclusive classroom use of hands-on physical manipulatives without any direct verbal instruction.
(D) The complete and systematic elimination of all advance organizers and structural lesson outlines.

184. The concept of "Andragogy," as developed by Malcolm Knowles, contrasts with Pedagogy primarily because Andragogy focuses on:
(A) Early childhood cognitive and physical development.
(B) The learning characteristics and needs of adult learners.
(C) Special education instruction for children

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with disabilities.
(D) The integration and use of technology in the classroom.

185. Consider the following assumptions of Knowles' theory of Andragogy:
I. Adults need to know why they need to learn something.
II. Adults are entirely dependent on the teacher for direction.
III. Adults draw upon a vast reservoir of life experience as a resource for learning.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

186. Which theory most directly supports the practice of providing clear learning objectives, breaking tasks down into small steps, and offering immediate feedback for every correct response?
(A) Operant Conditioning (Behaviorism)
(B) Social Constructivism (Vygotsky)
(C) Humanism (Rogers)
(D) Genetic Epistemology (Piaget)

187. The "Information Processing" analogy compares the human mind to a computer. In this analogy, the brain's neural networks are to "hardware" as the cognitive strategies and schemas are to:
(A) The keyboard
(B) The monitor
(C) The software
(D) The power supply

188. Constructivist theory strongly supports which of the following classroom arrangements?
(A) Desks arranged strictly in single file rows facing directly toward the teacher.
(B) Desks grouped into pods to facilitate collaboration and dialogue.
(C) Individual isolated study carrels designed to isolate students visually.
(D) A traditional large university lecture hall equipped with fixed row seating.

189. According to Thorndike's concept of "Associative Shifting," learning occurs when:
(A) A response is maintained while the stimulus is gradually changed, eventually shifting the response to an entirely new stimulus.
(B) The individual learner physically moves and transfers their body from one physical learning environment directly to another.
(C) A complex instructional task is systematically broken down into simple, manageable behavioral steps for the student.
(D) The classroom teacher continuously shifts back and forth between formal lecture presentation and group discussion methods.

190. What is a "Concept Map," and which learning theory most strongly supports its use?
(A) A behavioral tool designed for physical behavior modification; grounded in Behaviorism.
(B) A visual representation of relationships between concepts; Cognitivism (specifically Ausubel).
(C) A chronological graphic timeline of historical events and dates; grounded in Constructivism.
(D) A systematic mathematical schedule governing reinforcement delivery; grounded in Connectionism.

191. A core tenet of Constructivism is that learning is contextual. Therefore, educators should:
(A) Ensure all tasks are abstract and decontextualized to promote pure logic.
(B) Anchor learning in authentic, real-world tasks and problems.
(C) Remove all cultural references from the curriculum to maintain objectivity.
(D) Teach strictly from a textbook to ensure uniform delivery.

192. Which of the following is a primary criticism of the Information Processing Theory?
(A) It relies far too heavily on unobservable biological neural processes and brain imaging data.
(B) It often treats emotion, motivation, and social context as secondary to mechanical cognitive processes.
(C) It overemphasizes the role of external physical environment in directly shaping human behavior.
(D) It completely and explicitly ignores the fundamental psychological concept of human memory.

193. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Formative assessment is deeply

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integrated into constructivist pedagogy.
Reason (R): Constructivists view assessment not merely as a final judgment, but as an ongoing process to understand the student's emerging schemas and guide further learning.
Which of the following is correct?
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

194. When a teacher uses "Concept Attainment" strategies, where students are presented with positive and negative examples and asked to determine the defining rule, the teacher is fostering:
(A) Deductive learning
(B) Inductive learning
(C) Rote learning
(D) Operant conditioning

195. Consider the following educational approaches:
I. Drilling multiplication tables using a timer.
II. Having students collaborate to measure the school playground to calculate area.
III. Providing gold stars for sitting quietly.
IV. Using Socratic questioning to challenge a student's misconception about gravity.
Which of the following correctly categorizes approach II and approach IV?
(A) Behaviorist, Cognitivist
(B) Constructivist, Constructivist
(C) Behaviorist, Constructivist
(D) Cognitivist, Behaviorist

196. According to Piaget, what is the role of the peer group in cognitive development?
(A) Peers are largely irrelevant to learning; only the expert teacher can effectively transmit valid academic knowledge.
(B) Peer interactions cause cognitive conflict (disequilibrium), which forces individuals to re-evaluate and adapt their schemas.
(C) Peers function strictly as social agents responsible for delivering continuous positive behavioral reinforcement.
(D) Peer interactions actively delay and hinder the natural developmental onset of the formal operational cognitive stage.

197. Which of the following statements best describes Vygotsky's view on the relationship between culture and cognitive development?
(A) Culture represents a static background environment that exerts minimal meaningful impact on how individual children think.
(B) Culture provides the "tools of intellectual adaptation" (like language and writing) that dictate how children learn to think.
(C) Cognitive development is a strictly universal biological maturation process that solely dictates the societal formation of culture.
(D) Culture exclusively influences personal social development while having no direct impact on internal cognitive development.

198. A child is struggling to tie their shoes. The parent holds the laces and guides the child's hands, saying "Loop, swoop, and pull," and gradually lets the child do more of the work over the next week. The parent is acting as a(n) _____ providing _____ within the child's _____.
(A) Reinforcer; conditioning; biological limit
(B) MKO; scaffolding; ZPD
(C) Assimilator; accommodation; schema
(D) Stimulus; reflex; operative zone

199. In the context of instructional design, what does "Cognitive Flexibility Theory" (Spiro et al.) suggest about advanced learning in complex domains?
(A) It requires the rigid, systematic memorization of a single authoritative perspective across all academic learning domains.
(B) It requires the learner to revisit the same material, at different times, in rearranged contexts, for different purposes.
(C) It suggests that complex learning should always be simplified for students by stripping away all real-world environmental context.
(D) It strongly advocates for the application of strict behavioral conditioning techniques when teaching complex problem-solving.

200. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): While Piaget and Vygotsky differ theoretically, modern constructivist classrooms effectively blend elements of both theories.
Reason (R): Teachers can provide hands-on explorations to build schemas (Piaget) while simultaneously utilizing collaborative group work

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and scaffolding (Vygotsky) to enhance learning. Which of the following is correct?

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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ANSWERS

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1. (A) Learning is defined as a relatively permanent change in observable behavior as a result of experience.
Behaviorism is a psychological approach emphasizing that learning is demonstrated through measurable and observable changes in behavior resulting from environmental stimuli and conditioning. It intentionally excludes unobservable internal mental states, focusing instead on stimulus-response associations. Consequently, this school of thought defines learning strictly as a relatively enduring alteration in overt actions brought about through direct experience.

2. (B) II, III, I
In twentieth-century educational psychology, behaviorism emerged first during the early 1900s, focusing on observable reactions to environmental stimuli. Cognitivism gained prominence during the 1950s and 1960s as researchers shifted attention toward internal mental processing and information retention. Constructivism subsequently developed dominance in the late 1970s and 1980s, emphasizing that learners actively construct knowledge through experience.

3. (A) Cognitivism
Cognitivism views human learning as an active internal mental process involving the acquisition, organization, storage, and retrieval of information. Rather than treating individuals as passive organisms merely reacting to environmental conditioning or external rewards, cognitive learning theory compares the human mind to an information processing system that actively interprets, structures, and transforms incoming environmental inputs.

4. (D) B.F. Skinner – Classical Conditioning
B.F. Skinner is famous for developing operant conditioning, which explains how voluntary behavior is influenced by environmental consequences such as reinforcement and punishment. In contrast, classical conditioning was pioneered by Ivan Pavlov, who demonstrated how involuntary physiological reflexes become associated with neutral environmental stimuli. Therefore, pairing Skinner with classical conditioning represents an inaccurate theoretical association.

5. (B) Behaviorism
Instructional methods relying heavily on repetitive drills, direct rote memorization, and immediate external rewards reflect behaviorist principles. Behaviorism posits that learning occurs through environmental stimulus-response associations and external reinforcement schedules. Because the classroom focus centers strictly on establishing overt behavioral responses through token rewards without addressing underlying conceptual structures or cognitive schemas, the strategy is grounded in behaviorism.

6. (C) Internal mental states exist but should not be used to explain behavior in scientific analysis.
Radical behaviorism acknowledges that internal private events, such as thinking, feeling, and unobservable mental states, do exist within human beings. However, it asserts that these internal phenomena cannot serve as valid scientific explanations for behavior because they are unobservable. Instead, behavior must be analyzed through direct observation of environmental antecedents and measurable behavioral consequences.

7. (D) Behaviorism
The concept of tabula rasa, or blank slate, originates from empiricist philosophy and asserts that individuals are born without innate mental content or preexisting knowledge structures. Behaviorism adopts this foundational assumption by claiming that human behavior and knowledge are formed entirely through environmental exposure, sensory experiences, and continuous behavioral conditioning after birth, rather than through innate biological structures.

8. (A) Environmental interactions and external conditioning factors
Within behaviorist framework, learning is determined primarily by external environmental conditioning and continuous interaction with surroundings. Behaviorists argue that organisms are shaped through antecedent stimuli and subsequent consequences, such as reinforcement

or punishment. Internal cognitive states, biological tendencies, and personal motivation are minimized, placing primary responsibility for behavioral change on external environmental influences.

9. (B) The role of insight in problem-solving
Insight learning involves sudden understanding and cognitive reorganization of a problem without step-by-step trial and error or external conditioning. Because strict behaviorism relies exclusively on observable actions, external stimuli, and reinforcement history to explain behavioral acquisition, the internal mental processing and sudden comprehension characteristic of insight learning represent a clear exception to strict behaviorist paradigms.

10. (A) Both A and R are true and R is the correct explanation of A
Behaviorist theory asserts that genuine learning can only be verified when there is a measurable and observable change in overt behavior. Because behaviorists reject unobservable internal mental states as indicators of achievement, instructional design within this framework heavily emphasizes writing explicit, observable, and measurable performance objectives to evaluate student learning outcomes effectively.

11. (A) Unconditioned Stimulus (UCS)
An unconditioned stimulus is an environmental event or stimulus that naturally, automatically, and reliably triggers an unlearned physiological or emotional reaction without any prior conditioning or training. In classical conditioning experiments, meat powder serves as the unconditioned stimulus because it automatically elicits the reflexive response of salivation from a subject without requiring prior learning history.

12. (C) Conditioned Stimulus
A conditioned stimulus is a previously neutral stimulus that, after being repeatedly paired with an unconditioned stimulus, eventually triggers a conditioned response. In educational environments, an examination hall is originally neutral; however, when repeatedly associated with the severe stress and fear of a difficult test, the physical location itself comes to elicit an automatic fear response.

13. (D) Stimulus Generalization
Stimulus generalization occurs when an organism demonstrates a conditioned response to stimuli that are similar to the original conditioned stimulus. When a student experiences emotional distress associated with one instructor, those learned fearful responses can automatically transfer to another educator who displays similar behavioral traits, teaching styles, or classroom characteristics, reflecting generalized emotional conditioning.

14. (C) Extinction
Extinction is the gradual weakening and ultimate disappearance of a conditioned response. This process occurs in classical conditioning when the conditioned stimulus is repeatedly presented in isolation, without the accompanying unconditioned stimulus. Over time, the learned association breaks down because the predictive relationship between the neutral stimulus and the unconditioned event no longer exists.

15. (B) I and III only
Classical conditioning focuses on associative learning where an involuntary reflexive response becomes connected with a neutral stimulus. After extinction occurs, a conditioned response can spontaneously reappear following a rest period, illustrating spontaneous recovery. However, active operation on the environment to earn rewards describes operant conditioning rather than classical Pavlovian conditioning, making the second assertion theoretically incorrect.

16. (D) A student learns to fear the school bell because it is associated with the principal, whom the student already fears.
Higher-order conditioning occurs when a newly neutral stimulus becomes paired with a previously established conditioned stimulus, producing a conditioned response without direct exposure to the original unconditioned stimulus. Fearing a school bell because it has been consistently associated with an already feared authority figure demonstrates how secondary learned emotional associations transfer onto new environmental signals.

17. (B) Emotional and physiological responses
Classical conditioning operates primarily on involuntary autonomic reflexes, emotional reactions, and physiological responses. In classroom settings, this theoretical model

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effectively explains how students acquire anxiety, phobias, comfort, or defensive emotional reactions toward neutral physical environments, academic subjects, or authority figures due to prior pairings with positive or negative unconditioned emotional stimuli.

18. (B) Operant behavior is controlled by its consequences, whereas respondent behavior is controlled by its antecedents.
Operant conditioning differentiates voluntary behavior from automatic involuntary reflexes. Operant behavior is emitted by the organism and maintained, increased, or reduced by the environmental consequences that follow it. Respondent behavior, by contrast, consists of involuntary physiological or emotional reflexes that are directly elicited by antecedent environmental stimuli occurring immediately before the response.

19. (C) Reinforcing successive approximations of the desired behavior, starting from writing a single sentence
Shaping is an operant conditioning procedure used to establish complex novel behaviors that rarely occur spontaneously. It involves systematically reinforcing successive approximations toward a designated target behavior. The process begins by rewarding basic precursor actions and progressively raising performance criteria so that the learner receives reinforcement only as responses closer approximate the complete target action.

20. (D) Variable-Interval Schedule
A variable-interval schedule delivers reinforcement after unpredictable, varying intervals of time have elapsed. Because students cannot anticipate precisely when an unannounced assessment will occur, this schedule generates a modest, steady rate of ongoing preparation and steady study habits, as learners remain continuously prepared for evaluation at any given moment during the instructional period.

21. (D) Variable-Ratio
A variable-ratio schedule delivers reinforcement after an unpredictable number of correct responses. Because the exact requirement for reward remains uncertain after each attempt, this schedule produces exceptionally high, consistent response rates and demonstrates maximum resistance to extinction, as organisms continuously perform with the expectation that the very next response might produce the outcome.

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22. (A) The Premack Principle
The Premack Principle states that a high-probability or highly preferred activity can serve as an effective reinforcer for a low-probability or less preferred behavior. Commonly utilized in educational settings to structure academic tasks, this behavioral strategy requires learners to complete a less desirable task before gaining access to a favored recreational activity.

23. (B) Secondary (conditioned) reinforcers
Secondary reinforcers are neutral stimuli that acquire reinforcing properties through their association with primary reinforcers or other established rewards. Plastic tokens or coins possess no inherent biological value; however, because they can be exchanged for desirable privileges or tangible items within a structured system, they function effectively as secondary conditioned reinforcers.

24. (D) Continuous reinforcement is considered superior to partial reinforcement for maintaining behaviors over a long period.
Continuous reinforcement provides a reward after every single correct response, making it highly effective for rapidly establishing new behaviors. However, behaviors maintained on continuous schedules extinguish rapidly once reinforcement ceases. Partial reinforcement schedules, where rewards are delivered intermittently, are far superior for long-term behavior maintenance because they establish high resistance to extinction.

25. (B) Negative reinforcement
Negative reinforcement increases the future frequency or probability of a target behavior through the removal, avoidance, or prevention of an unwanted or aversive stimulus. When a student consistently completes assignments on time specifically to avoid staying after school, the behavior of submitting homework increases because it successfully averts an undesirable consequence.

26. (C) Negative reinforcement increases the probability of a behavior, whereas punishment decreases the probability of a behavior.
The fundamental distinction between negative reinforcement and punishment lies in their effect on behavior. Reinforcement, whether positive or negative, always strengthens a target behavior and increases its future probability. Punishment, whether positive or negative, always functions to weaken a target behavior and decrease the likelihood that it will recur.

27. (B) Negative reinforcement
Negative reinforcement strengthens a desired behavior by promising the removal or cancellation of an unpleasant requirement when target performance criteria are met. By offering to cancel a weekend homework assignment provided the entire class performs well on an assessment, an educator uses the removal of an undesirable task to motivate study behavior.

28. (A) A student is praised publicly by the principal during assembly for perfect attendance, prompting them to maintain that behavior.
Positive reinforcement occurs when a desirable stimulus is presented immediately following a behavior, resulting in an increased likelihood that the behavior will recur in the future. Public praise delivered to a student for regular attendance serves as an encouraging consequence that strengthens and maintains the student's ongoing attendance habits.

29. (B) Immediacy strengthens the association between the specific behavior and the consequence.
Immediacy of reinforcement is critical in behavioral theory because presenting a consequence right after a response optimizes temporal contiguity. Immediate reinforcement strengthens the mental association between the specific action and its outcome, preventing intervening behaviors from inadvertently being reinforced and ensuring clear functional connection between cause and effect.

30. (A) Both A and R are true and R is the correct explanation of A
Educators often confuse negative reinforcement with punishment because both behavioral concepts incorporate aversive conditions. However, while punishment applies or removes stimuli to suppress unwanted actions, negative reinforcement removes an ongoing aversive stimulus to encourage and increase desirable behaviors. This shared reliance on aversive conditions causes frequent misunderstanding regarding their opposite behavioral purposes.

31. (A) The presentation of an aversive stimulus to decrease a behavior
Positive punishment, also known as Type I punishment, involves adding or presenting an unpleasant or aversive stimulus immediately following an undesired behavior. The primary objective of this behavioral intervention is to reduce the overall frequency, duration, or future probability of that specific undesirable target action within that context.

32. (B) Negative punishment
Negative punishment, or Type II punishment, involves removing a desirable stimulus, privilege, or pleasant activity following the occurrence of an unwanted behavior. Withholding a student's opportunity to participate in a favored sports period due to disruptive actions illustrates negative punishment, as removing a valued privilege aims to decrease future classroom disruptions.

33. (B) It often leads to avoidance behaviors, fear, and aggressive responses.
Severe physical or emotional punishment carries significant documented risks in educational environments. While it may briefly suppress unwanted conduct, severe punishment fails to teach desirable replacement behaviors. Instead, it frequently fosters negative side effects, including fear of authority figures, avoidance or escape behaviors, elevated anxiety, and modeled aggressive responses in social interactions.

34. (A) Punishment only suppresses behavior temporarily rather than teaching a desired alternative behavior.
B.F. Skinner strongly cautioned against using punishment because it merely suppresses behavior temporarily without eliminating the underlying behavioral drive. Once the punishing threat is removed, suppressed actions typically reappear. Furthermore, punishment fails to instruct the learner on appropriate alternative actions, creating negative emotional side effects rather than constructive educational growth.

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35. (D) I, II and III
Removing a student from a reinforcing environment during time-out represents negative punishment by withholding positive stimuli. Applying physical discomfort through corporal punishment represents positive punishment by adding an aversive stimulus. Systematically withholding attention from minor misbehavior represents extinction by eliminating reinforcement that previously maintained the disruptive action.

36. (C) Edward L. Thorndike
Edward L. Thorndike formulated the Law of Effect through empirical research on animal learning. This fundamental behavioral principle posits that responses accompanied or closely followed by satisfying outcomes become more firmly connected to the situation and are more likely to recur, whereas responses followed by discomforting outcomes are weakened.

37. (C) Trial and error learning
Thorndike's experiments with cats inside puzzle boxes demonstrated trial and error learning. Animals initially exhibited various random physical movements to escape. Over repeated trials, ineffective actions were gradually eliminated, while successful responses that operated the release mechanism were performed more quickly, illustrating learning through trial, error, and consequential selection.

38. (A) Connectionism
Connectionism is the theoretical framework established by Edward Thorndike, which posits that learning consists of forming neural bonds or associations between sensory impressions and motor responses. This stimulus-response connection model emphasizes that habits are established, strengthened, or weakened based on the frequency, readiness, and satisfying outcomes of neural connections.

39. (C) The teacher ensures that students experience success and receive encouraging feedback when they master a concept.
Thorndike's Law of Effect dictates that satisfying outcomes strengthen behavioral connections. In educational practice, providing immediate praise, positive feedback, and opportunities for academic success following correct work creates a satisfying state of affairs, thereby reinforcing student learning and increasing the likelihood that accurate academic skills will be repeated.

40. (A) P-3, Q-4, R-1, S-2
Shaping systematically reinforces gradual approximations toward a target behavior. Extinction occurs when withholding reinforcement causes a response to decline. Stimulus generalization involves responding similarly to distinct but related environmental stimuli. Spontaneous recovery represents the sudden reappearance of a weakened conditioned response following a period of rest after extinction.

41. (B) The learner is physically, mentally, and emotionally prepared to act.
Thorndike's Law of Readiness asserts that learning occurs most efficiently when the learner's nervous system is prepared to establish stimulus-response connections. When an individual is physically, cognitively, and emotionally ready to act, performing the action is satisfying, whereas being forced to act without readiness or prevented from acting produces frustration.

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42. (A) When a modifiable connection is not made between a situation and response over time, the connection's strength decreases.
The Law of Disuse, a sub-part of Thorndike's original Law of Exercise, states that when an association between a stimulus situation and a response is not exercised or practiced over a period of time, the strength of that neural connection progressively weakens, leading to eventual forgetting and reduced performance accuracy.

43. (A) He concluded that repetition alone, without knowledge of results or a satisfying consequence, does not strengthen a connection.
Upon revising his theories, Thorndike recognized that mere mechanical repetition of an association does not automatically strengthen learning. He clarified that practice leads to improvement only when accompanied by knowledge of results, corrective feedback, or satisfying consequences that inform the learner of success, thereby discarding pure repetition as a sufficient condition.

44. (C) Law of Readiness
Conducting warm-up exercises prepares students physically and psychologically before attempting

complex motor skills. This pedagogical practice embodies Thorndike's Law of Readiness, which maintains that proper physical and mental preparation optimizes performance efficiency, reduces injury, and ensures that the execution of complex tasks results in satisfying learning experiences.

45. (B) Multiple response
Thorndike's subordinate law of multiple response states that when faced with a novel or complex problem, a learner will employ various varied responses until a successful action yields the desired solution. Attempting multiple mathematical operations when tackling unfamiliar algebraic equations illustrates this basic trial-and-error behavioral strategy.

46. (D) Behaviorism adequately explains the rapid acquisition of complex language in young children.
A primary criticism of behaviorism is its inability to explain complex human language acquisition. Children acquire grammatical rules, generate novel sentences, and master complex linguistic structures far too rapidly for learning to occur solely through step-by-step environmental imitation, external conditioning, and environmental reinforcement.

47. (C) Noam Chomsky
Noam Chomsky published a landmark critique of B.F. Skinner's book Verbal Behavior, arguing that operant conditioning cannot account for the creative, rapid, and complex nature of language acquisition in children. Chomsky proposed that humans possess an innate language acquisition device and universal grammar rules rather than acquiring speech through simple conditioning.

48. (B) It often fails to result in the transfer of learning to novel, real-world situations.
Rote learning based strictly on repetitive exercise establishes rigid associations without underlying conceptual structure. While students may successfully recall specific facts in identical testing formats, this mechanical approach limits cognitive flexibility, leaving learners unable to transfer or apply acquired knowledge to novel, complex, or real-world problem-solving situations.

49. (C) A computer (Information Processing System)
Cognitive learning theories utilize the computer analogy to explain human mental architecture. This information processing perspective views the mind as a system that actively receives sensory input, encodes data into memory structures, stores information across short-term and long-term stores, and retrieves data when executing cognitive problem-solving tasks.

50. (A) Both A and R are true and R is the correct explanation of A
Cognitive psychology defines learning as an internal process involving changes in mental structures, schemas, and processing capabilities. Because learning occurs internally within cognitive networks, a visible change in overt physical behavior is not strictly mandatory to demonstrate that learning has occurred, distinguishing cognitive paradigms directly from behaviorist theories.

51. (C) Gestalt Psychology
Gestalt psychology served as an essential precursor to modern cognitivism by arguing that perception and learning cannot be reduced to isolated stimulus-response elements. Emphasizing that the whole mind organized experience into structured patterns, Gestalt theorists demonstrated that problem-solving often involves sudden cognitive insight and global perception rather than incremental trial and error.

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52. (B) What the learner already knows (prior knowledge)
David Ausubel emphasized that existing cognitive structure, or prior knowledge, is the single most critical factor influencing new learning. According to his theory, new information becomes meaningful only when it can be systematically anchored and integrated into relevant preexisting concepts, schemas, and ideational frameworks within the mind.

53. (C) David Ausubel
David Ausubel developed the theory of meaningful verbal learning, contrasting it with rote memorization. He introduced advance organizers, which are high-level introductory materials presented prior to instruction to provide conceptual bridges between what learners already know and the new content they are about to learn.

54. (B) Genetic Epistemology
Jean Piaget designated his theoretical approach genetic epistemology because he sought to study the biological origins and developmental stages of human knowledge construction. His research examined how cognitive structures evolve through biological growth and environmental interaction, tracing how reasoning develops from infancy into logical abstract thought.

55. (B) II and III only
Jean Piaget asserted that children are active constructors of knowledge who develop intellectually through interactions with their physical surroundings. He identified biological maturation and physical experience as fundamental drivers of cognitive growth. However, he proposed distinct qualitative developmental stages rather than viewing intelligence as a purely continuous quantitative process.

56. (C) Equilibration
Equilibration is the self-regulatory cognitive process described by Piaget that drives intellectual development. When individuals encounter novel environmental information, they attempt assimilation into existing schemas. If schema mismatch occurs, cognitive disequilibrium arises, prompting accommodation until mental balance, or equilibrium, is successfully restored between internal structures and external reality.

57. (B) Jean Piaget
Postponing abstract mathematical concepts until upper elementary grades aligns with Jean Piaget's stage theory of cognitive development. Piaget demonstrated that children under age eleven typically operate within the concrete operational stage, requiring direct physical manipulatives and tangible concepts before developing the capacity for abstract formal operational reasoning.

58. (D) Sensorimotor, Preoperational, Concrete Operational, Formal Operational
Jean Piaget proposed that cognitive development proceeds through four universal, qualitatively distinct stages in a fixed sequential order. Children begin in the sensorimotor stage, progress through the preoperational stage, advance into the concrete operational stage, and ultimately attain the formal operational stage during adolescence.

59. (B) Object permanence
Object permanence is a major cognitive milestone achieved during the sensorimotor stage. It refers to an infant's growing understanding that objects and people continue to exist in time and space even when they are no longer directly visible, audible, or physically tangible to the child's immediate sensory perception.

60. (B) A secondary circular reaction
Secondary circular reactions occur during the sensorimotor stage when an infant intentionally repeats an action to recreate an interesting environmental result originating outside their own body. Accidentally moving an overhead mobile, enjoying the visual outcome, and repeatedly kicking to reproduce that external environmental effect exemplifies this developmental behaviors.

61. (A) Deferred imitation
Toward the conclusion of the sensorimotor stage, children develop internal mental representations and symbolic thought. This cognitive capacity enables deferred imitation, which is the ability to observe a behavior performed by a model and accurately reproduce that specific action after a significant time delay has elapsed.

62. (B) 2 to 7 years
The preoperational stage in Jean Piaget's cognitive development theory spans roughly from two to seven years of age. During this developmental period, children rapidly acquire symbolic thought, language, and imaginative play abilities, while displaying characteristic cognitive limitations such as egocentrism, centration, and irreversibility.

63. (B) Animism
Animism is a characteristic feature of preoperational thought in young children. It involves attributing lifelike qualities, feelings, intentions, and consciousness to inanimate objects or natural phenomena, such as believing that the sun follows them intentionally or that clouds move because they are actively racing one another.

64. (C) Conservation
Conservation is the cognitive understanding that physical quantities such as volume, mass, number, or length remain identical despite changes in outward spatial appearance or shape. Preoperational children lack this concept,

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judging liquid quantity solely by vertical height rather than considering height and container width simultaneously.

65. (B) Centration
Centration is a cognitive limitation typical of preoperational thought, characterized by the tendency to focus, or center, on only one salient feature of an object or situation while completely ignoring other relevant aspects. Focusing exclusively on the height of liquid in a container while ignoring width illustrates centration.

66. (B) The child's inability to distinguish between their own perspective and someone else's perspective.
Egocentrism in Piagetian preoperational theory refers to a cognitive limitation where young children assume that others perceive, think, and feel the world exactly as they do. It represents an inability to take another individual's physical or mental perspective, rather than an intentional behavioral expression of selfishness.

67. (C) Transductive reasoning
Transductive reasoning is a characteristic feature of preoperational thought where a child connects two specific isolated events in a causal relationship simply because they occurred close together in time. Instead of employing true inductive or deductive logic, the child reasons directly from particular instance to particular instance.

68. (A) Logical or operational thought applied to tangible objects
The concrete operational stage marks the emergence of true logical thought. Children acquire mental operations, enabling them to solve logical problems involving conservation, classification, and seriation. However, this logical capacity remains tied to concrete, visible objects and direct physical experiences rather than purely hypothetical abstract propositions.

69. (B) Transitivity
Transitivity is the logical ability to combine relationships mentally to draw necessary conclusions. Achieving transitivity allows a concrete operational learner to reason that if relationship A relates to B in a specific manner, and B relates to C, then object A must hold that logical relationship to C.

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70. (A) Both A and R are true and R is the correct explanation of A
Fourth-grade students typically range between eight and ten years old, placing them within Piaget's concrete operational stage. Because learners at this developmental level require direct physical experience and tangible objects to perform logical mental operations, using concrete manipulatives facilitates comprehension of abstract concepts like mathematical fractions.

71. (A) Reversibility
Reversibility is the cognitive ability to mentally undo an action, understanding that a physical or mathematical transformation can be restored to its original starting state. Mastering reversibility allows concrete operational children to recognize that mathematical operations such as addition and subtraction are inverse relationships.

72. (B) Arranging a series of sticks in order from shortest to longest
Seriation is the cognitive capacity to arrange items systematically along a quantitative dimension, such as length, size, weight, or volume. Ordering a collection of physical objects sequentially from shortest to longest requires seriation, a skill successfully mastered during the concrete operational stage.

73. (C) Hypothetico-deductive reasoning
The formal operational stage is characterized by the emergence of hypothetico-deductive reasoning. Adolescents gain the capacity to formulate systematic hypotheses about complex problems, deduce logical conclusions from abstract premises, and systematically test variables to solve scientific and mathematical problems in a controlled manner.

74. (A) Propositional logic
Propositional logic involves evaluating the formal validity of logical statements and abstract hypotheses without depending on real-world existence or empirical physical content. Solving logical syllogisms containing fictional entities demonstrates formal operational thinking, as the reasoning depends on the internal logical structure of the proposition.

75. (A) I and II only
Adolescent egocentrism involves two distinct cognitive constructs: the imaginary audience, where teenagers feel constantly scrutinized by

others, and the personal fable, characterized by feelings of uniqueness and invincibility. This differs significantly from preoperational egocentrism, which involves an inability to perceive distinct physical or perceptual viewpoints.

76. (A) Abstract logical reasoning
Debating ethical dilemmas like genetic engineering requires reasoning about hypothetical possibilities, weighing competing abstract moral principles, and projecting future consequences. High school students possess formal operational thought, enabling them to engage in the high-level abstract logic necessary to analyze complex societal and moral topics.

77. (B) Assimilation
Assimilation is the cognitive process of receiving external information and integrating it directly into existing mental schemas without altering the overall schema structure. Learners interpret new experiences by fitting them into what they already understand, matching novel stimuli to preexisting knowledge frameworks.

78. (C) Assimilation
When a child identifies an unfamiliar four-legged animal as a doggy, the child applies an existing dog schema to process a novel sensory experience. Because the new stimulus is directly fitted into a preexisting cognitive category without altering the cognitive schema itself, the child demonstrates Piagetian assimilation.

79. (B) Disequilibrium
Disequilibrium occurs when a learner encounters novel environmental information that conflicts with existing cognitive schemas. This state of cognitive dissonance produces psychological tension, motivating the learner to modify existing schemas through accommodation to adapt to the new experience and restore internal cognitive equilibrium.

80. (B) I → III → II → IV
When facing a novel experience, a learner first attempts assimilation using current schemas. When assimilation fails, cognitive disequilibrium occurs, generating mental imbalance. To resolve this conflict, the learner engages in accommodation by modifying schemas, ultimately achieving a higher state of cognitive equilibrium and updated understanding.

81. (C) Accommodation
Accommodation is the process of modifying existing cognitive structures or creating entirely new categories in response to novel environmental information that does not fit preexisting schemas. Altering a general animal category to create a distinct schema for sheep demonstrates cognitive adaptation through accommodation.

82. (B) A structured cluster of concepts or an organized pattern of thought and action
In cognitive psychology, a schema is an organized mental structure or framework of knowledge that represents concepts, events, or actions. Schemas help individuals interpret, organize, and store information efficiently, providing expectations and cognitive patterns that guide processing of new incoming environmental experiences.

83. (A) Schemas remain static and unchanged throughout a person's life.
Schemas are dynamic cognitive structures that continuously adapt throughout life. Through complementary processes of assimilation and accommodation, mental schemas are continually reorganized, expanded, refined, and updated as individuals gain new experiences, acquire knowledge, and interact with changing environmental contexts across different developmental stages.

84. (D) The influence of culture and language on cognitive growth
Jerome Bruner departed from Jean Piaget by emphasizing that cognitive growth is significantly influenced by cultural contexts, social interactions, and language systems. While Piaget viewed development as unfolding through universal biological stages, Bruner argued that cultural tools and instruction shape how human minds represent knowledge.

85. (C) Jerome Bruner
Jerome Bruner famously asserted that any academic subject can be taught effectively in an intellectually honest form to any child at any developmental stage. This foundational principle underlies his concept of the spiral curriculum, emphasizing that complex ideas can be simplified through appropriate modes of representation.

86. (C) Enactive → Iconic → Symbolic
Jerome Bruner identified three distinct modes of cognitive representation that emerge sequentially

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during development. Children first represent knowledge through physical movement in the enactive mode, progress to mental images in the iconic mode, and eventually utilize language and abstract symbols in the symbolic mode.

87. (C) Representing knowledge through motor responses and physical actions
The enactive mode is the first form of representation identified by Bruner, where knowledge is stored entirely through physical actions and motor responses. In this mode, learning occurs by doing, and individuals demonstrate understanding through physical manipulation, physical habits, and direct body movements rather than imagery or language.

88. (B) Modes of Representation
Progressing from physical blocks to drawn diagrams, and finally to abstract mathematical symbols, mirrors Bruner's enactive, iconic, and symbolic modes of representation. This instructional sequence ensures that learners establish concrete physical understanding before bridging toward abstract symbolic mastery of mathematical concepts.

89. (C) Allows for the manipulation of abstract propositions and hypotheticals beyond immediate reality.
The symbolic mode utilizes arbitrary language and notation systems to represent ideas abstractly. This mode provides vast cognitive power and flexibility, enabling individuals to reason about hypothetical concepts, manipulate complex logical propositions, and think beyond the constraints of immediate physical objects or visual images.

90. (A) Both A and R are true and R is the correct explanation of A
Bruner challenged Piaget's strict stage model, arguing that instruction need not wait for biological readiness. By translating complex academic concepts into appropriate enactive or iconic representations, educators can successfully teach foundational aspects of advanced ideas to young learners, building readiness rather than passively awaiting stage progression.

91. (B) Basic ideas of a subject should be repeatedly revisited, building upon them until full mastery is achieved.
The spiral curriculum is an instructional approach formulated by Jerome Bruner. It posits that key concepts should be introduced early in simple forms and continuously revisited at increasingly complex levels over time, allowing learners to deepen understanding, reinforce retention, and master subjects progressively throughout their education.

92. (C) It deepens understanding by allowing students to connect new complexities to previously learned foundational concepts.
A spiral curriculum enhances learning by continually connecting advanced concepts to previously established knowledge. By revisiting core topics at higher levels of abstraction, students build interconnected knowledge structures, deepen conceptual understanding, strengthen long-term memory retention, and develop sophisticated applications of foundational principles across contexts.

93. (B) Provide a problem or a set of materials and guide students to discover the underlying rules or principles themselves.
In discovery learning, advocated by Jerome Bruner, the educator acts as a facilitator rather than a direct lecturer. The teacher provides curated learning materials, structured activities, and problem scenarios that encourage students to explore, analyze data, ask questions, and independently discover fundamental rules and relationships.

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94. (B) Inductive reasoning
Discovery learning relies heavily on inductive reasoning. Students analyze specific empirical observations, concrete instances, or experimental outcomes, looking for common patterns and underlying principles. Through this process, learners synthesize individual data points into generalized rules, principles, and concepts.

95. (B) I and III only
Discovery learning increases intrinsic motivation by granting students agency over knowledge construction. However, unstructured discovery can overload working memory in novices who lack sufficient background knowledge. Direct instruction, rather than discovery, remains far

more time-efficient for rapidly transmitting large volumes of factual content to learners.

96. (B) It assumes learners already possess the necessary background knowledge to construct accurate scientific principles.
Unguided discovery learning is frequently criticized because it assumes novice learners possess the prerequisites needed to navigate complex tasks. Without explicit instructional guidance, students may experience severe cognitive overload, form enduring scientific misconceptions, or waste time pursuing unproductive strategies during problem-solving.

97. (B) Knowledge is actively constructed by the learner through experiences and reflections.
Constructivism is an epistemological framework asserting that knowledge is not passively absorbed from external instruction or environmental conditioning. Instead, learners actively construct personal understanding, concepts, and mental models by interpreting physical and social experiences, reflecting upon outcomes, and integrating new insights into preexisting cognitive schemas.

98. (A) Reality is entirely subjective and we can never know an objective truth, only what is viable based on our experiences.
Radical constructivism, formulated by Ernst von Glasersfeld, posits that knowledge does not reflect an objective external reality. Instead, knowledge is strictly subjective, constructed by individuals to organize their personal experiential world. Understanding is deemed valid or viable if it effectively serves the individual's adaptive purpose within experience.

99. (C) Portfolios, authentic tasks, and project-based assessments
Constructivist assessment focuses on evaluating authentic applications of knowledge, problem-solving, and reflective thinking. Strategies such as student portfolios, real-world projects, and authentic performance tasks align with constructivism by demonstrating how learners actively apply, construct, and integrate understanding within meaningful real-world contexts.

100. (C) Social interaction and cultural tools
Lev Vygotsky distinguished his sociocultural theory from Jean Piaget's cognitive model by identifying social interaction, cultural context, and language as primary drivers of cognitive growth. While Piaget focused on individual exploration of the physical world, Vygotsky argued that intellectual abilities develop through shared social activities.

101. (B) Internalization
Internalization is the central developmental process in Vygotsky's theory where social interactions, external dialogues, and cultural tools are gradually transformed into internal mental processes. Functions first appear on the interpsychological social plane between people before being internalized on the intrapsychological plane within the individual mind.

102. (B) A crucial step in the development of self-regulation and internal thought.
Lev Vygotsky viewed children's private speech as an essential developmental tool for self-regulation, cognitive guidance, and problem-solving. Unlike Jean Piaget, who regarded self-talk as egocentric immaturity, Vygotsky demonstrated that private speech bridges public social communication and internal silent thought, aiding cognitive organization.

103. (B) What a child can do independently and what they can do with guidance and collaboration.
The Zone of Proximal Development is defined by Vygotsky as the distance between a learner's actual developmental level, determined through independent problem-solving, and their potential developmental level, achieved under adult guidance or in collaboration with more capable peers.

104. (B) Zone of proximal development
A reading task that a student cannot complete independently but successfully accomplishes with adult vocabulary support and strategic prompting represents the student's zone of proximal development. This zone highlights learning tasks that are reachable through targeted social scaffolding and instructional support.

105. (B) The temporary support provided by a more capable individual that enables a learner to achieve a goal they could not achieve alone.
Scaffolding refers to temporary support structures offered by an educator or peer to assist a learner in mastering tasks within their

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zone of proximal development. This instructional assistance enables students to accomplish complex tasks that exceed their independent capabilities, promoting cognitive growth and skills acquisition.

106. (B) The teacher gradually withdraws support as the student's competence increases.
Fading is a crucial component of effective educational scaffolding where instructional assistance is systematically reduced as the learner develops competence. As the student internalizes strategies and demonstrates greater skill, the instructor steps back, transferring full responsibility and control of the activity to the autonomous learner.

107. (C) Providing the final answer immediately when a student pauses during a response
Directly providing answers eliminates the cognitive effort required for meaningful learning, violating scaffolding principles. Effective scaffolding involves providing hints, asking guiding questions, modeling procedures, and structuring tasks to support student reasoning, rather than bypassing the learning process by delivering direct solutions.

108. (A) More Knowledgeable Other
In Vygotskian theory, MKO stands for More Knowledgeable Other. It refers to anyone who possesses a higher level of ability, understanding, or technical skill regarding a specific task or concept than the learner, such as an educator, tutor, parent, digital system, or peer.

109. (D) A is false but R is true
In social constructivism, the More Knowledgeable Other does not need to be an adult teacher. Anyone possessing higher understanding, including classmate peers, digital technologies, or tutors, can fulfill this role. However, Vygotsky emphasized that cognitive development relies heavily on social interactions with more knowledgeable individuals.

110. (A) MKO (More Knowledgeable Other)
A student explaining long division to a peer functions as a More Knowledgeable Other. Because the peer tutor possesses higher mastery of the mathematical concept, they effectively guide and scaffold their peer's learning within the zone of proximal development, facilitating cognitive development through social interaction.

111. (B) Reciprocal Teaching
Reciprocal teaching is an instructional technique directly derived from Vygotsky's theory. Designed to improve reading comprehension, it involves teachers and students taking turns leading structured discussions using four cognitive strategies: predicting, questioning, clarifying, and summarizing, gradually transferring leadership responsibility to the students.

112. (B) Students learning cognitive skills through guided participation with an expert in authentic activities.
Cognitive apprenticeship adapts traditional trade apprenticeship models to intellectual skills. Learners acquire cognitive procedures by working alongside domain experts on authentic, real-world tasks. The expert models performance, provides scaffolding and coaching, and slowly fades support as learners gain competence and internalize strategies.

113. (B) Social Constructivism
Social constructivism emphasizes that knowledge is collaboratively constructed through social dialogue, authentic real-world contexts, and teacher facilitation. Describing a classroom where teachers guide discovery, tasks reflect authentic situations, and learning relies on social negotiation reflects the core principles of social constructivist philosophy.

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114. (B) Conditions of Learning
Robert Gagné is celebrated for formulating the Conditions of Learning framework. His theory outlines five distinct categories of learning outcomes and establishes a hierarchical taxonomy of learning types, asserting that different internal and external conditions are necessary to achieve specific educational objectives effectively.

115. (D) Problem Solving
Within Gagné's hierarchy of learning, problem solving represents the highest and most complex cognitive level. Problem solving requires learners to retrieve previously learned rules and higher-order principles, combining them dynamically to create novel solutions for unfamiliar, complex, or real-world challenge scenarios.

116. (B) Gaining attention
The first step in Gagné's Nine Events of Instruction is gaining attention. To initiate the learning process effectively, an instructor must

capture students' focus using novel stimuli, thought-provoking questions, or engaging introductory demonstrations, ensuring mental readiness before presenting instructional content.

117. (B) Stimulate recall of prerequisite learning into working memory.
Prompting students to recall prior knowledge serves to activate relevant existing schemas and transfer foundational concepts into working memory. In Gagné's framework, activating prerequisite learning enables students to integrate incoming instruction effectively with established knowledge structures, improving long-term cognitive retention.

118. (D) Unconditioned Reflexes
Gagné identified five fundamental categories of learning outcomes: intellectual skills, cognitive strategies, verbal information, motor skills, and attitudes. Involuntary, unconditioned reflexes are biological physiological responses that do not constitute learned outcomes within Gagné's instructional design framework.

119. (B) Intelligence consists of distinct, autonomous capabilities that are relatively independent of one another.
Howard Gardner's Theory of Multiple Intelligences rejected traditional psychometric views that define intelligence as a single, general factor measured by IQ tests. Instead, Gardner proposed that human intellect comprises multiple distinct, autonomous intelligences operating relatively independently, reflecting diverse cognitive strengths across domains.

120. (B) I and II
Traditional school curricula and standardized assessment tests predominantly measure linguistic and logical-mathematical intelligences. Success in standard academic testing relies heavily on reading comprehension, verbal expression, mathematical calculation, formal deductive logic, and quantitative reasoning, often overlooking creative, spatial, or interpersonal capabilities.

121. (B) Interpersonal Intelligence
Interpersonal intelligence involves the capacity to understand, interpret, and respond effectively to the feelings, motivations, desires, and behaviors of others. Individuals possessing high interpersonal intelligence excel at empathy, social leadership, collaborative teamwork, effective communication, and building strong interpersonal relationships within social groups.

122. (A) The ability to understand one's own inner feelings, motivations, and goals.
Intrapersonal intelligence refers to the ability to understand oneself deeply. It includes accurate self-awareness of personal emotions, motivations, values, strengths, and limitations. Individuals with strong intrapersonal intelligence utilize this self-knowledge effectively to regulate behavior, set personal goals, and manage personal growth.

123. (C) Naturalistic Intelligence
Naturalistic intelligence involves expertise in recognizing, categorizing, and understanding plants, animals, and environmental features. Taking students into a outdoor garden to observe, compare, and categorize natural plant specimens directly targets and develops naturalistic intelligence through hands-on interaction with nature.

124. (B) It lacks robust empirical and psychometric evidence validating the strict independence of the intelligences.
A primary scientific criticism of Gardner's theory is the lack of empirical psychometric evidence supporting independent intelligences. Research frequently demonstrates high correlations among performance tasks across domains, supporting the existence of a general cognitive factor rather than completely autonomous intelligence modules.

125. (D) A is false but R is true
Multiple Intelligences theory and Learning Styles are distinct constructs. Gardner defines intelligences as cognitive information-processing capabilities in specific domains, whereas learning styles describe preferred sensory modalities. However, matching instruction strictly to preferred learning styles lacks empirical support for improving academic outcomes.

126. (B) Behaviorism
When teaching basic procedural skills requiring speed, accuracy, and automaticity, behaviorist principles are most effective. Behaviorist strategies rely on direct instruction, task decomposition, repetitive drill practice, immediate feedback, and continuous reinforcement to establish reliable behavioral habits and high procedural speed.

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127. (B) Constructivism
The 5E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate) is grounded in constructivist learning theory. It structures instruction around active inquiry, encouraging learners to engage curiosity, explore physical phenomena, construct conceptual explanations, elaborate on applications, and evaluate their own emerging understanding.

128. (C) Interact with materials and each other to build common experiences and test hypotheses.
During the Explore phase of the 5E model, students actively manipulate materials, gather data, conduct experiments, and collaborate with peers. This phase provides direct shared experiences, allowing learners to test hypotheses and build foundational understanding prior to formal concept introduction.

129. (B) Eclecticism
Eclecticism in instructional design refers to the deliberate practice of integrating multiple theoretical perspectives based on specific learning contexts and targets. Eclectic educators selectively combine behaviorist drills, cognitive processing tools, and constructivist inquiry projects to meet diverse learning objectives effectively.

130. (B) From lower-order cognitive tasks at home to higher-order constructivist tasks in the presence of an MKO (teacher).
The flipped classroom shifts passive lectures to home viewing, freeing classroom time for collaborative, higher-order problem-solving. This leverages social constructivism, allowing students to apply complex concepts in school while receiving immediate scaffolding from the teacher acting as a More Knowledgeable Other.

131. (B) Piaget believed development precedes learning; Vygotsky believed learning pulls development forward.
Jean Piaget argued that biological developmental stages strictly determine readiness for learning, meaning development precedes learning. In contrast, Lev Vygotsky maintained that learning acts as a driver that pulls cognitive development forward, occurring within the zone of proximal development through social instruction.

132. (B) Vygotsky viewed language as a fundamental tool that shapes thought; Piaget viewed language mostly as a reflection of existing cognitive structures.
Lev Vygotsky viewed language as an essential cognitive tool that actively shapes thought and facilitates self-regulation. Conversely, Jean Piaget considered language primarily as a reflection of the child's underlying cognitive development, regarding early self-talk as an egocentric byproduct rather than a functional mental mechanism.

133. (A) I and II only
Piaget emphasized peer interactions to create cognitive conflict that forces schema reorganization. Vygotsky stressed social interactions with more knowledgeable individuals to provide structural scaffolding. Both theorists firmly agreed that children are active builders of knowledge, making the third statement theoretically incorrect.

134. (C) Conclude that the student has not yet reached the formal operational stage and delay the instruction, providing concrete tasks instead.
A strict Piagetian perspective attributes inability to grasp abstract concepts like algebra to biological stage limits. If a student lacks formal operational structures, the teacher defers abstract instruction and provides concrete tasks until cognitive maturation naturally enables abstract reasoning capability.

135. (B) Assess the child's ZPD and provide targeted scaffolding to bridge the gap in understanding.
A Vygotskian educator assesses a struggling student's zone of proximal development when teaching algebra. The teacher provides targeted scaffolding, guided prompts, graphic models, and peer collaboration to support problem-solving, gradually reducing assistance as the student masters the mathematical concepts.

136. (A) Connectivism
Connectivism is a digital-age learning theory asserting that knowledge resides distributed across technology networks and human connections. It emphasizes that the ability to synthesize information, locate resources, and stay updated across evolving networks is more critical than memorizing static information.

137. (B) Albert Bandura
Albert Bandura formulated the concept of reciprocal determinism within Social Cognitive

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Theory. This paradigm posits that human behavior, personal cognitive factors, and environmental influences operate as interacting determinants that continuously influence and shape one another in a bidirectional fashion.

138. (B) Observational learning (Modeling)
Observational learning, or modeling, is a central concept in Albert Bandura's Social Learning Theory. It describes how individuals acquire new behaviors, attitudes, and emotional responses simply by observing the actions, choices, and outcomes demonstrated by external human or symbolic models.

139. (B) Attention, Retention, Reproduction, Motivation
Bandura outlined four sequential processes governing observational learning. A learner must first pay attention to the model, retain the observed behavior in memory, possess the motor capability to reproduce the action, and experience sufficient motivation or reinforcement incentive to execute the behavior.

140. (B) Vicarious reinforcement
Vicarious reinforcement occurs when an observer increases a specific behavior after watching another individual receive positive consequences for that same action. Observing a peer praised for tidying up motivates the watching student to execute identical behavior in anticipation of similar social approval.

141. (B) A student's belief in their own capability to organize and execute actions required to achieve a specific goal.
Self-efficacy refers to an individual's personal belief in their capability to organize and execute the actions necessary to attain specific performance outcomes. It determines effort, persistence when facing obstacles, resilience, and emotional reactions during challenging academic or practical tasks.

142. (C) Mastery experiences (personal success on past math tasks)
According to Bandura, personal mastery experiences are the most powerful source of self-efficacy. Achieving success on difficult tasks through personal effort provides authentic evidence of capability, building resilient self-efficacy that withstands future setbacks far more effectively than verbal encouragement or vicarious observation.

143. (A) Both A and R are true and R is the correct explanation of A
Social Cognitive Theory bridges behaviorism and cognitivism by integrating external environmental conditioning with internal cognitive processing. Bandura acknowledged the role of environmental outcomes while emphasizing that cognitive processes like attention, memory encoding, self-efficacy, and internal motivation mediate the relationship between stimulus exposure and behavior.

144. (B) Humanism
Humanistic learning theory focuses on holistic individual development, self-actualization, personal agency, and affective needs. It emphasizes learner dignity, intrinsic motivation, emotional well-being, and personal growth, asserting that meaningful education must address emotional and social development alongside cognitive intellectual training.

145. (B) A student who is hungry or feels unsafe will have severe difficulty focusing on academic learning.
Maslow's Hierarchy of Needs establishes that basic physiological and safety needs must be satisfied before higher cognitive and self-actualization needs can be pursued. Students experiencing hunger, fatigue, or threat struggle to allocate mental energy to complex academic learning due to unresolved lower-level survival priorities.

146. (B) Unconditional positive regard and empathy
Carl Rogers maintained that effective learner-centered education requires facilitators to foster an empathetic, genuine, and supportive environment. Providing unconditional positive regard and empathetic understanding validates students' intrinsic worth, reducing threat and creating psychological safety necessary for authentic self-directed learning.

147. (B) An ill-structured, open-ended real-world problem.
Problem-Based Learning initiates instruction with an authentic, open-ended, ill-structured real-world problem. Learners analyze the scenario, identify knowledge gaps, conduct self-directed research, collaborate with peers,

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and formulate viable solutions, building deep conceptual understanding through active inquiry and reflection.

148. (B) Limited capacity (roughly 7 +/- 2 items) and short duration (approx. 15-30 seconds).
Working memory, or short-term memory, is characterized by strict capacity and duration constraints. It holds approximately seven plus-or-minus two items of information for roughly fifteen to thirty seconds without active mental rehearsal, serving as the conscious processing workspace within human memory architecture.

149. (A) Chunking
Chunking is an information processing strategy that groups individual pieces of data into meaningful, larger cognitive units. By organizing disparate information into meaningful chunks, learners bypass the working memory capacity limit, enabling processing and retention of larger volumes of data simultaneously.

150. (B) Maintenance rehearsal
Maintenance rehearsal involves silently repeating information continuously to keep it active in short-term working memory. While effective for temporary retention before immediate use, such as holding a phone number in mind while dialing, it does not involve meaningful elaboration or long-term encoding.

151. (B) Connecting a new vocabulary word to a personal experience or a previously learned concept.
Elaborative rehearsal connects novel information meaningfully to existing knowledge and personal schemas within long-term memory. Deeply analyzing meaning, forming associations, and connecting new content to prior concepts establishes robust memory traces, facilitating successful storage and subsequent retrieval from long-term memory networks.

152. (B) Thinking about one's own thinking, or the awareness and regulation of one's own cognitive processes.
Metacognition refers to executive management of cognitive processes, often summarized as thinking about thinking. It encompasses self-awareness of one's memory, comprehension, and learning strategies, along with active self-regulation, monitoring, and adjustment of cognitive actions during complex learning tasks.

153. (A) Metacognitive regulation
Detecting a lack of comprehension while reading and deliberately selecting corrective strategies like re-reading or checking context clues illustrates metacognitive regulation. The learner actively monitors personal understanding, evaluates cognitive effectiveness, and applies self-regulatory strategies to restore comprehension during learning tasks.

154. (D) I, II, and III
Cognitive Load Theory distinguishes three mental load types. Intrinsic load reflects inherent task complexity. Extraneous load results from poor instructional design and should be minimized. Germane load represents working memory resources devoted to constructing and integrating schemas, which instruction should actively optimize.

155. (D) A is false but R is true
Presenting visual text while reading it aloud word-for-word creates redundancy, overloading working memory channels and hindering learning. Dual-coding theory supports split-attention reduction by pairing visual graphics with spoken narration, rather than duplicating identical dense text across visual and auditory modalities simultaneously.

156. (B) The application of knowledge or skills learned in one context to a new, different context.
Transfer of learning occurs when prior learning influences the acquisition, performance, or application of knowledge and skills in novel situations. Positive transfer enables learners to adapt previously mastered concepts, problem-solving strategies, and procedural skills effectively to unfamiliar educational or real-world contexts.

157. (B) Prior learning enhances the learning of a new skill (e.g., knowing Spanish helps in learning Italian).
Positive transfer of learning occurs when knowledge or skills acquired in one setting facilitate and enhance learning or performance in another context. Possessing command of one Romance language accelerating the acquisition of a structurally related second language illustrates effective positive transfer across domains.

158. (A) Legitimate Peripheral Participation
Situated learning theory posits that learning is tied to social contexts and communities of

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practice. Legitimate Peripheral Participation describes how newcomers enter a community, initially performing simple peripheral tasks alongside experts, and gradually move toward full participation as they master community practices.

159. (C) Natural and necessary windows into the student's current schemas and opportunities for cognitive growth.
Constructivist approaches view student errors as valuable developmental insights into current mental schemas. Rather than viewing mistakes as behavioral failures requiring immediate elimination, constructivists treat errors as opportunities to identify misconceptions, generate cognitive disequilibrium, and guide re-evaluation toward deeper understanding.

160. (A) P-3, Q-4, R-1, S-2
B.F. Skinner pioneered operant conditioning focusing on reinforcement consequences. Jean Piaget developed genetic epistemology studying cognitive developmental stages. Lev Vygotsky established sociocultural theory highlighting scaffolding within the zone of proximal development. Jerome Bruner formulated the spiral curriculum model for revisiting concepts.

161. (B) Eliciting performance
In Gagné's Nine Events of Instruction, eliciting performance requires learners to practice and apply newly acquired knowledge or skills. Assigning a role-play simulation enables students to demonstrate understanding, apply concepts actively, and confirm procedural mastery through direct performance execution in class.

162. (C) "The student will list four major causes of World War II with 100% accuracy."
A behavioral objective must specify observable performance, conditions, and explicit criteria for evaluation. Objective statements detailing measurable actions, such as listing specific facts with designated accuracy standards, adhere to behaviorist precision, avoiding ambiguous internal terms like understanding or appreciation.

163. (A) Remember uncompleted or interrupted tasks better than completed tasks.
The Zeigarnik Effect describes the cognitive phenomenon where interrupted or incomplete tasks are remembered significantly better than completed ones. Unfinished tasks maintain internal cognitive tension, keeping information active in memory networks until completion releases the cognitive load and restores equilibrium.

164. (B) A four-stage cycle involving Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation.
David Kolb's Experiential Learning Theory defines learning as a continuous four-stage cycle driven by experience. Learners engage in Concrete Experience, process through Reflective Observation, synthesize ideas via Abstract Conceptualization, and test insights during Active Experimentation, adapting knowledge dynamically through action.

165. (C) Reflective Observation
In Kolb's experiential learning cycle, Reflective Observation immediately follows Concrete Experience. After undergoing a direct experience, learners step back to reflect upon actions, observe outcomes, contemplate perspectives, and process what occurred before formalizing abstract concepts in subsequent cycle stages.

166. (B) Vygotsky's Social Constructivism
Peer mentoring programs embody Vygotsky's social constructivism. Advanced senior students act as More Knowledgeable Others, providing social interaction, guidance, and instructional scaffolding within junior students' zones of proximal development to facilitate intellectual growth and academic problem-solving confidence.

167. (A) Forethought, Performance/Volitional Control, Self-Reflection
Barry Zimmerman's model of Self-Regulated Learning comprises three cyclical phases: Forethought, involving task analysis and goal setting; Performance or Volitional Control, involving strategy execution and self-monitoring; and Self-Reflection, involving self-evaluation and self-satisfaction reactions that inform future learning cycles.

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168. (B) An internalized mental action that is logical and reversible.
In Piagetian theory, an operation is an internalized mental action that follows logical rules and can be reversed. Operations allow individuals to manipulate cognitive symbols internally, reason about transformations, and

solve logical problems without depending on direct physical manipulations of real objects.

169. (B) Meaningful learning occurs when new information is related substantively and non-arbitrarily to what the learner already knows.
David Ausubel defined meaningful learning as the process of connecting new concepts substantively and non-arbitrarily to existing cognitive structures. Unlike rote memorization of isolated facts, meaningful learning anchor new ideas into relevant established schemas, enhancing long-term retention and facilitating practical transfer.

170. (D) A is false but R is true
Individuals possess varying blends of all eight intelligences described by Howard Gardner, rather than a single isolated intelligence. While Gardner maintained that these intellectual domains are structurally autonomous, real-world tasks typically require the integrated operation of multiple intelligences functioning together concurrently.

171. (B) Classical conditioning associates two stimuli, while operant conditioning associates a behavior with its consequence.
Classical conditioning forms associations between paired environmental stimuli, linking a neutral stimulus with an unconditioned stimulus to elicit reflexive responses. Operant conditioning associates voluntary behavior with subsequent environmental consequences, modifying response frequency through reinforcement or punishment contingencies.

172. (B) Scaffolding
Providing graphic organizers, asking structured guiding questions, and offering instructional glossaries exemplify scaffolding techniques. These temporary support tools reduce extraneous cognitive load and guide thinking, assisting learners in mastering complex academic materials within their zone of proximal development.

173. (B) Negative reinforcement increases the probability of a behavior, whereas punishment decreases the probability of a behavior.
Negative reinforcement increases target behavior frequency by removing an unwanted, aversive stimulus following performance. Positive punishment decreases target behavior frequency by applying an unpleasant stimulus following misbehavior. Reinforcement always strengthens behavior, whereas punishment always functions to reduce response frequency.

174. (D) Ivan Pavlov
Ivan Pavlov was a classical behaviorist physiologist famous for studying reflexive conditioning mechanisms. Unlike constructivists Jean Piaget, Lev Vygotsky, and Jerome Bruner, who emphasized active cognitive or social knowledge construction, Pavlov focused strictly on involuntary conditioned physiological reflexes.

175. (B) Model
In Albert Bandura's Social Learning Theory, an individual demonstrating a skill or behavior serves as a behavioral model. Clapping a rhythm for students to observe, retain, and replicate positions the instructor as a live model facilitating learning through observation.

176. (B) Forgetting occurs due to decay over time or interference from other information in memory.
Information Processing Theory attributes forgetting primarily to memory trace decay over time or interference among competing memory structures. Retroactive interference occurs when new learning disrupts old memories, while proactive interference occurs when existing memories impair retrieval of newly acquired content.

177. (B) Knowing "that" something is the case (facts, concepts, events).
Declarative knowledge involves knowing static factual information, rules, concepts, and historical events. It encompasses conscious factual memories that can be explicitly verbalized, declared, or stated, such as geographic facts, mathematical definitions, or historical dates stored within long-term semantic memory.

178. (B) Procedural Knowledge
Procedural knowledge represents knowing how to execute specific physical, cognitive, or algorithmic procedures, skills, and tasks. It involves implicit operational knowledge required to perform actions like solving equations, riding bicycles, or typing, focusing on execution steps rather than verbalizing facts.

179. (C) Conditional (or Strategic) Knowledge
Conditional knowledge involves understanding when and why to apply specific cognitive strategies or procedures. It provides metacognitive control,

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allowing learners to select appropriate memory strategies, monitor situational contexts, and evaluate strategy effectiveness during complex problem-solving tasks.

180. (A) Project-Based Learning / Constructivism
Designing solutions to real-world engineering challenges through collaborative team design embodies constructivism and Project-Based Learning. Students construct conceptual knowledge through hands-on exploration, hypothesis testing, reflection, and social collaboration, while the instructor serves as a learning facilitator.

181. (A) Social Speech → Egocentric Speech → Inner Speech
Vygotsky traced language development along a specific developmental path. Children first utilize social speech to communicate external needs. They transition to audible egocentric private speech to regulate problem-solving actions, which eventually internalizes as silent inner speech forming internal cognitive thought structures.

182. (C) A is true but R is false
Token economies are behavior modification systems grounded in operant conditioning principles, relying on secondary reinforcers delivered for target behaviors. Assertion A is accurate, but Reason R is false because token systems operate through operant reinforcement contingencies rather than Pavlovian classical conditioning mechanisms.

183. (B) The incorporation of new knowledge into existing cognitive structures in a non-arbitrary way.
In David Ausubel's cognitive theory, meaningful learning requires non-arbitrary, substantive incorporation of novel ideas into existing cognitive structures. Rather than memorizing isolated facts by rote, the learner actively connects new information to relevant anchoring concepts already present in memory.

184. (B) The learning characteristics and needs of adult learners.
Andragogy, conceptualized by Malcolm Knowles, is the art and science of helping adults learn. It contrasts with traditional child-centered pedagogy by focusing on adult self-direction, life experience integration, problem-centered readiness, and immediate practical application of educational content.

185. (B) I and III only
Malcolm Knowles' andragogical model highlights that adult learners need to understand the practical value of learning and draw heavily upon diverse life experiences as learning resources. However, adults prefer self-directed autonomy rather than remaining dependent on instructors for direction, making statement II false.

186. (A) Operant Conditioning (Behaviorism)
Stating precise behavioral objectives, breaking learning into small sequential steps, and delivering immediate reinforcement for correct actions reflects operant conditioning. Grounded in behaviorism, these direct instruction techniques systematically shape accuracy, reinforce targeted performance, and build procedural automaticity.

187. (C) The software
Within Information Processing Theory, the mind-computer analogy equates biological brain structures and neural networks to computer hardware. Cognitive strategies, memory structures, schemas, and processing algorithms correspond to computer software, managing data flow, encoding, storage, and information retrieval.

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188. (B) Desks grouped into pods to facilitate collaboration and dialogue.
Constructivist pedagogy requires classroom physical environments that foster social dialogue, peer collaboration, and active interaction. Grouping student desks into pods facilitates small-group discussions, shared problem-solving, scaffolding, and cooperative construction of knowledge, reflecting social constructivist principles.

189. (A) A response is maintained while the stimulus is gradually changed, eventually shifting the response to an entirely new stimulus.
Thorndike's concept of associative shifting describes a behavioral process where a response is maintained while the initiating stimulus is incrementally modified over time. Through gradual stimulus changes, the target behavioral response is successfully transferred and attached to an entirely novel conditioning stimulus.

190. (B) A visual representation of relationships between concepts; Cognitivism (specifically Ausubel).
A concept map is a visual diagram illustrating structural relationships between ideas using labelled nodes and connecting lines. Rooted in cognitive psychology and Ausubel's meaningful learning theory, concept maps organize knowledge hierarchies, make cognitive schemas explicit, and enhance conceptual comprehension.

191. (B) Anchor learning in authentic, real-world tasks and problems.
Constructivism emphasizes that learning is inherently contextual and tied to experience. To facilitate meaningful understanding, educators anchor classroom instruction in authentic real-world tasks, enabling learners to construct applicable knowledge and develop practical problem-solving strategies.

192. (B) It often treats emotion, motivation, and social context as secondary to mechanical cognitive processes.
A central limitation of Information Processing Theory is its overemphasis on mechanical cognitive architecture. By focusing heavily on input-output models and memory stores, it often treats emotional states, social contexts, cultural tools, and motivational drives as secondary factors in human learning.

193. (A) Both A and R are true and R is the correct explanation of A
Formative assessment is fundamental to constructivist teaching because knowledge construction is an ongoing process. Constructivist educators utilize continuous assessment to reveal emerging student schemas, identify misconceptions, monitor understanding, and provide timely instructional support to facilitate cognitive growth.

194. (B) Inductive learning
Concept attainment strategies engage students in inductive learning. By analyzing positive and negative examples, learners identify essential attributes, compare structural patterns, formulate rules, and independently deduce defining conceptual categories, moving from specific observations to general principles.

195. (B) Constructivist, Constructivist
Collaborative measurement of playgrounds applies math to authentic situations, reflecting social constructivism. Using Socratic questioning to address physics misconceptions generates disequilibrium and schema adaptation, reflecting cognitive constructivism. Thus, both scenarios represent constructivist learning approaches.

196. (B) Peer interactions cause cognitive conflict (disequilibrium), which forces individuals to re-evaluate and adapt their schemas.
Jean Piaget highlighted peer interaction as a vital driver of cognitive growth. Engaging with peers exposes individuals to contrasting viewpoints, creating cognitive conflict and disequilibrium. Resolving these perspectives forces learners to re-evaluate assumptions and adapt schemas to restore cognitive balance.

197. (B) Culture provides the "tools of intellectual adaptation" (like language and writing) that dictate how children learn to think.
Lev Vygotsky maintained that culture provides essential tools of intellectual adaptation, including language, counting systems, and writing. These socio-historical tools shape cognitive processing, determining how children analyze problems, organize memory, and develop higher-order psychological functions within their society.

198. (B) MKO; scaffolding; ZPD
A parent offering physical guidance and verbal prompts acts as a More Knowledgeable Other. The temporary guidance provided represents instructional scaffolding, enabling the child to master shoe-tying within their zone of proximal development before attaining independent motor capability.

199. (B) It requires the learner to revisit the same material, at different times, in rearranged contexts, for different purposes.
Cognitive Flexibility Theory, formulated by Spiro and colleagues, emphasizes that acquiring advanced knowledge in complex, ill-structured domains requires revisiting identical content across diverse contexts, multiple perspectives, and rearranged scenarios to build flexible knowledge structures for real-world application.

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200. (A) Both A and R are true and R is the correct explanation of A

Modern constructivist classrooms effectively integrate Piagetian and Vygotskian principles. Instructors provide hands-on exploration materials to foster individual schema construction as advocated by Piaget, while simultaneously structuring peer collaboration, social interaction, and scaffolding as emphasized by Vygotsky to optimize learning.

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CHAPTER 04
Curriculum Development and Design

1. Which of the following best defines the concept of curriculum in the context of modern educational administration?
(A) The totality of learning experiences provided to students under the auspices of the school
(B) A structured list of topics to be covered in a specific academic year
(C) The prescribed textbooks and assessment tools approved by the Directorate of Education
(D) The statutory guidelines detailing the working days and instructional hours in a school

2. The etymological root of the word 'curriculum' is derived from the Latin word 'currere'. What is its literal meaning?
(A) To teach
(B) To discipline
(C) To run a racecourse
(D) To evaluate

3. Which of the following statements incorrectly describes the nature of curriculum?
(A) It is synonymous with the prescribed syllabus of a subject.
(B) It is a dynamic process that evolves with societal changes.
(C) It encompasses both planned and unplanned learning experiences.
(D) It reflects the educational philosophy and goals of a nation.

4. Identify the correct pair regarding curricular definitions.
(A) Froebel - Curriculum is a racecourse to reach a goal
(B) Tyler - Curriculum is the hidden agenda of the school
(C) Taba - Curriculum is solely the assessment of learning outcomes
(D) Cunningham - Curriculum is a tool in the hands of the artist to mould his material

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5. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Curriculum is a comprehensive umbrella term that includes but is not limited to the syllabus.
Reason (R): Syllabus focuses primarily on the prescribed content of a specific subject, whereas curriculum encompasses all academic, co-curricular, and developmental activities organized by the school.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. A school Principal is reviewing the annual pedagogical plan. To ensure the curriculum remains dynamic, which of the following actions is most appropriate?
(A) Adhering strictly to the previous year's lesson plans
(B) Restricting teacher autonomy to follow the textbook verbatim
(C) Integrating community feedback, emerging technologies, and current social issues into school activities
(D) Eliminating co-curricular activities to focus solely on board examination results

7. According to modern educational policy, the intended curriculum differs from the enacted curriculum primarily in terms of:
(A) The formal policy framework approved by the administrative examination board
(B) The theoretical foundations established by classical educational psychology
(C) The financial budget allocated for purchasing essential instructional materials
(D) The actual transactional experiences occurring directly within the classroom

8. What is the fundamental difference between curriculum and syllabus in secondary education?

(A) Curriculum outlines the holistic educational program, while the syllabus outlines the topics for a particular subject.
(B) Curriculum is prescriptive, while the syllabus is descriptive.
(C) Curriculum is subject-specific, while the syllabus is school-specific.
(D) Curriculum is evaluated through summative assessments, while the syllabus is evaluated through formative assessments.

9. Identify the incorrect statement regarding the distinction between curriculum and syllabus.
(A) The detailed subject syllabus originates directly from the broader overarching national curriculum framework.
(B) The syllabus remains valid for an entire schooling stage, whereas the curriculum changes annually.
(C) The comprehensive school curriculum is significantly broader in pedagogical scope than the subject syllabus.
(D) The curriculum encompasses all co-curricular and extra-curricular activities, whereas syllabus excludes them.

10. Consider the following statements regarding curriculum and syllabus:
I. Syllabus is a Greek term, whereas curriculum is a Latin term.
II. The design of a syllabus is usually uniform across all subjects.
III. Curriculum includes the aims, objectives, pedagogical strategies, and evaluation methods.
Which of the statements given above is/are correct?
(A) I and II only
(B) III only
(C) I and III only
(D) I, II, and III

11. Which document dictates the macro-level vision of education from which the micro-level syllabus is subsequently derived?
(A) National Curriculum Framework
(B) Subject Textbook
(C) Lesson Plan
(D) Continuous and Comprehensive Evaluation Manual

12. If a teacher is planning out the chapter-wise progression of History for Class X along with the number of periods required, the teacher is primarily engaging with the:
(A) Core curriculum
(B) Hidden curriculum
(C) Syllabus
(D) Integrated curriculum

13. Which of the following serves as a prescriptive guide for teachers outlining what needs to be taught and tested within a specific time frame?
(A) Curriculum Framework
(B) Vision Statement
(C) Institutional Plan
(D) Syllabus

14. Which principle of curriculum construction emphasizes that educational programs should equip students to solve present and future life problems?
(A) Principle of Conservation
(B) Principle of Creativity
(C) Principle of Utility
(D) Principle of Tradition

15. A situation arises where a school needs to decide on integrating Artificial Intelligence into its middle-school program. The Principal approves it to ensure students are prepared for upcoming economic and technological landscapes. This decision best reflects the:
(A) Principle of Rigid Subject Boundaries
(B) Principle of Forward-Looking
(C) Principle of Traditional Conservation
(D) Principle of Centralized Dictation

16. The principle of 'variety and elasticity' in curriculum construction implies that:
(A) The curriculum should be rigidly standardized across all regional administrative zones without modification.
(B) Teachers should be required to instruct entirely different academic subjects during every academic year.
(C) Students should be given complete freedom to design their own formal curriculum fully independently.
(D) The curriculum should cater to individual differences and be adaptable to local contexts.

17. Which of the following is NOT a recognized principle of curriculum construction?
(A) Principle of subject compartmentalization
(B) Principle of horizontal and vertical subject

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correlation
(C) Principle of holistic child-centeredness in instruction
(D) Principle of active community service and engagement

18. According to the principle of conservation in curriculum construction, what must the curriculum ensure?
(A) The comprehensive protection and management of natural environmental resources
(B) The systematic reduction of total government financial expenditure on public education
(C) The transmission of cultural heritage and values to the next generation
(D) The strict preservation and continuation of outdated traditional pedagogical methods

19. The integration of local art forms and historical sites into the social science curriculum of Delhi government schools is a direct application of the:
(A) Principle of Environmental Centeredness
(B) Principle of Student Activity and Engagement
(C) Principle of Rote Memorization and Practice
(D) Principle of Standardized Global Uniformity

20. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The principle of integration in curriculum construction advocates for breaking down rigid barriers between different school subjects.
Reason (R): Real-life problems do not present themselves in isolated subject categories; thus, learning should be holistic and interconnected.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

21. Which principle ensures that a curriculum is neither too heavy for a child's cognitive level nor too trivial?
(A) Principle of Utility
(B) Principle of Maturity
(C) Principle of Tradition
(D) Principle of Conformity

22. In a child-centered curriculum design, the primary basis for selecting instructional content is:
(A) The overall administrative convenience and operational efficiency of the school system
(B) The commercial availability of standardized textbooks approved by state authorities
(C) The needs, interests, and developmental stages of individual learners
(D) The historical prestige and traditional academic structure of the discipline

23. A child-centered curriculum fundamentally shifts the role of the teacher from a:
(A) A supportive classroom facilitator to an authoritative director
(B) An active co-learner to an administrative instructional supervisor
(C) A formal learning evaluator to a professional curriculum designer
(D) A transmitter of knowledge to a facilitator of learning

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24. Which educational philosopher is most prominently associated with laying the foundation for a child-centered curriculum through his concept of "learning by doing"?
(A) John Dewey
(B) B.F. Skinner
(C) Ivan Pavlov
(D) Edward Thorndike

25. Consider the following characteristics regarding a child-centered curriculum:
I. It promotes self-directed learning and intrinsic motivation.
II. Assessment is primarily based on standardized norm-referenced testing.
III. It relies heavily on experiential and activity-based learning.
IV. It minimizes the role of the teacher to absolute non-interference.
Which of the statements given above are correct?
(A) I and III only
(B) II and IV only
(C) I, II, and III only
(D) I, III, and IV only

26. Which of the following best represents an implementation of a child-centered curriculum in a primary school?
(A) Arranging students in formal rows and delivering direct lectures on explicit grammar rules

(B) Creating learning centers where students choose activities based on current interests
(C) Mandating that all enrolled students read from identical textbooks at the exact same pace
(D) Conducting daily competitive written examinations to rank student academic achievement

27. The shift towards a child-centered curriculum requires a change in evaluation strategies. Which assessment method is most aligned with this approach?
(A) Portfolio assessment tracking individual student growth
(B) High-stakes standardized summative end-of-year examinations
(C) Rigid written examinations testing pure factual rote recall
(D) Direct competitive academic ranking among peer cohorts

28. In a community-centered curriculum, the educational experiences are primarily designed to:
(A) Completely isolate the school environment from surrounding local socio-political issues
(B) Prepare students exclusively for employment in major global multinational corporations
(C) Address local socio-economic needs through community resources
(D) Standardize all learning materials across diverse geographic and cultural regions

29. A Principal in a rural school incorporates a module on sustainable local agriculture and groundwater conservation into the science curriculum. This action is an example of:
(A) Interdisciplinary Core Curriculum
(B) Traditional Subject-centered Curriculum
(C) Sequenced Spiral Curriculum
(D) Community-centered Curriculum

30. Consider the following statements regarding a community-centered curriculum:
I. It bridges the gap between school learning and community living.
II. It often involves community members acting as resource persons.
III. It strictly adheres to international textbooks to ensure global standards.
Which of the statements given above is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

31. What is a potential challenge when implementing a highly community-centered curriculum?
(A) It may inevitably lead to extreme over-standardization across national education systems
(B) It can become overly localized, missing broader national and global perspectives
(C) It completely eliminates the administrative necessity for any formal school building
(D) It strictly restricts parents and guardians from participating in formal school activities

32. To foster a community-centered curriculum, which of the following practices should a school leadership promote?
(A) Establishing a strictly closed-campus policy that restricts external community interaction
(B) Banning the usage of local vernacular languages in all classroom discussions
(C) Focusing exclusively on theoretical academic knowledge completely devoid of practical context
(D) Organizing field trips to local industries, historical sites, and civic bodies

33. The community-centered curriculum design draws philosophical support primarily from:
(A) Pragmatism and Social Reconstructionism
(B) Classical Educational Essentialism
(C) Traditional Philosophical Perennialism
(D) Methodological Psychological Behaviorism

34. Which of the following is the defining characteristic of a subject-centered curriculum?
(A) It focuses on the personal emotional development of the child.
(B) It emphasizes project-based collaborative learning.
(C) It organizes knowledge into distinct academic disciplines.
(D) It dissolves boundaries between different areas of study.

35. You are inspecting a school where the timetable is strictly divided into 40-minute periods labelled Physics, Chemistry, History, and Geography. The syllabus relies heavily on authorized textbooks for each domain. This school is following a:
(A) Subject-centered curriculum
(B) Learner-centered curriculum

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(C) Activity-centered curriculum
(D) Hidden curriculum

36. Which of the following is a major criticism of the subject-centered curriculum?
(A) It makes standardized evaluation and assessment metrics excessively difficult to implement
(B) It requires highly specialized laboratory resources that are nearly impossible to procure
(C) It completely ignores the logical ordering and thematic sequencing of academic content
(D) It fragments knowledge and ignores the learner's immediate interests

37. In a subject-centered curriculum, the primary role of the teacher is viewed as:
(A) A trained psychological counselor guiding emotional growth
(B) A subject-matter expert transmitting domain knowledge
(C) A collaborative co-investigator in open learning activities
(D) An active community liaison officer coordinating local projects

38. Which curriculum design relies most heavily on the logical organization of content from simple to complex within a specific discipline?
(A) Core curriculum
(B) Experience-centered curriculum
(C) Subject-centered curriculum
(D) Problem-centered curriculum

39. Despite modern pedagogical shifts, the subject-centered curriculum remains dominant in secondary and higher secondary education primarily because:
(A) It requires minimal instructional preparation and planning time from classroom teachers
(B) It serves as the most effective pedagogical model for instilling social values and ethics
(C) It completely eliminates the administrative requirement for publishing printed textbooks
(D) It aligns efficiently with traditional university admission and exam structures

40. Arrange the following steps typical of planning a subject-centered unit in the correct sequential order:
I. Selecting the textbook and reference materials
II. Defining the specific subject-matter objectives
III. Outlining the topics and sub-topics to be covered
IV. Designing the summative unit test
(A) II, III, I, IV
(B) I, II, III, IV
(C) III, I, II, IV
(D) II, I, IV, III

41. A learner-centered curriculum design places the highest priority on:
(A) The logical structure of the academic discipline
(B) The cognitive and affective needs of the student
(C) The societal demands for specific vocational skills
(D) The historical traditions of the educational institution

42. Which pedagogical approach is most congruent with a learner-centered curriculum?
(A) Direct Instruction
(B) Constructivism
(C) Rote Learning
(D) Authoritarian management

43. In a learner-centered curriculum, differentiation of instruction is:
(A) An essential strategy meeting varied readiness levels
(B) Strictly discouraged because it introduces instructional inequality
(C) Applied exclusively to students diagnosed with special learning needs
(D) Utilized solely for accelerating high-performing gifted students

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44. Identify the incorrect pair regarding curriculum designs and their primary focus.
(A) Subject-centered - Comprehensive mastery of specific academic content
(B) Learner-centered - Individual personal growth, development, and self-actualization
(C) Experience-centered - Strict adherence to prescribed textbooks
(D) Problem-centered - Critical analysis of real-world socio-economic issues

45. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Learner-centered curriculum requires highly flexible scheduling and resource

(D) Rigid Linear Progression Curriculum Design

122. Which of the following is NOT a principle of Universal Design for Learning (UDL) used in curriculum design?
(A) Provide multiple flexible means of student engagement
(B) Provide multiple options for information representation
(C) Provide a single, standardized assessment method
(D) Provide multiple means of physical action and expression

123. The 'differentiated curriculum' approach suggests that teachers should differentiate content, process, and product based on students':
(A) Physical height, body mass index, and weight metrics
(B) Socio-economic household status and caste backgrounds
(C) Parent's formal educational qualifications and background
(D) Student readiness, interests, and learning profiles

124. When modifying a curriculum for gifted learners, 'enrichment' refers to:
(A) Accelerating students by permitting them to skip grade levels rapidly
(B) Providing deeper, interdisciplinary learning experiences
(C) Assigning additional routine practice tasks to keep students continuously occupied
(D) Requiring gifted students to tutor academically weaker peers throughout the day

125. A new Principal finds that the school's curriculum transaction heavily relies on dictation. Teachers dictate notes, and students copy them. Assessments strictly test the recall of these notes. In a staff meeting, the Principal decides to intervene to shift towards a pedagogical framework aligned with NEP 2020. Which of the following directives is the most appropriate first step?
(A) Mandate open-book examinations immediately across all subjects without changing teaching
(B) Issue administrative show-cause notices to all teaching staff for unsatisfactory pedagogy
(C) Prohibit printed textbooks entirely from school premises to force teaching innovation
(D) Conduct workshops on inquiry-based and experiential pedagogy

126. Which type of curriculum design uses 'broad fields' (such as combining Geography, History, and Civics into Social Studies) to overcome the fragmentation of knowledge?
(A) Horizontally Correlated Curriculum Framework
(B) Fused or Broad-fields Curriculum
(C) Learner Experience-Centered Curriculum
(D) Foundational Core Curriculum Model

127. The concept of 'Curriculum alignment' ensures congruence between:
(A) The formal course syllabus, prescribed textbooks, and annual state budget
(B) The principal's overarching educational vision and parental demands
(C) The physical architectural layout of classrooms and master timetable
(D) Alignment between objectives, instruction, and assessment

128. An issue of 'curriculum overload' occurs when:
(A) Excessive content volume exceeding available instructional time
(B) Excessive student enrollment numbers present within a single classroom space
(C) Teachers utilizing an overabundance of modern technological devices in lessons
(D) School libraries acquiring an unnecessary surplus of academic reference books

129. NEP 2020 states that the curriculum in all subjects should be reduced to its 'core essentials'. The primary purpose of this is to:
(A) Reduce total textbook printing and paper costs significantly
(B) Provide classroom teachers with additional free unassigned periods
(C) Shorten overall operating instructional hours of public schools
(D) Enable critical thinking, inquiry, and analysis-based learning

130. Consider the following elements:
I. Hidden curriculum
II. Explicit curriculum
III. Null curriculum
Which of the elements above significantly shape a student's values, attitudes, and socialization within a school?
(A) I and II only

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(A) Core curriculum
(B) Explicit curriculum
(C) Null curriculum
(D) Hidden curriculum

55. As an instructional leader, a Principal decides to audit the hidden curriculum of the school. Which area is LEAST likely to be examined during this audit?
(A) Teacher-student interactions in the corridors
(B) The disciplinary procedures and power dynamics
(C) The gender representation in classroom seating arrangements
(D) The officially prescribed Mathematics syllabus for Class IX

56. The 'Null Curriculum' as defined by Elliot Eisner refers to:
(A) Topics or perspectives excluded from the school curriculum
(B) Course offerings systematically scheduled during early zero-period activities
(C) Instructional programs that yield no measurable academic learning outcomes
(D) Remedial learning modules administered exclusively during vacation periods

57. The concept of the 'Spiral Curriculum' is closely associated with which cognitive psychologist?
(A) Jean Piaget
(B) Jerome Bruner
(C) Lev Vygotsky
(D) Albert Bandura

58. The fundamental principle of a spiral curriculum is that:
(A) Content is instructed once in detail and never revisited in later academic grades
(B) Re-visiting key concepts over time with increasing complexity
(C) Curriculum must extend beyond school walls into local public community spaces
(D) Structural design applies strictly and exclusively to advanced mathematics courses

59. According to Bruner's theory underpinning the spiral curriculum, any subject can be taught effectively in some intellectually honest form to:
(A) Any child at any stage of development
(B) Only adolescents who have reached formal operations
(C) Only students with high IQs
(D) Students who have mastered basic reading skills

60. A school is designing its science curriculum. In Class VI, students learn the basic parts of a cell. In Class VIII, they study cell organelles and their functions. In Class X, they delve into cellular respiration and genetics. This structural design is an example of a:
(A) Null curriculum
(B) Interdisciplinary curriculum
(C) Spiral curriculum
(D) Fused curriculum

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61. Which of the following is NOT an advantage of the spiral curriculum?
(A) It reinforces prior learning.
(B) It allows for a logical progression from simple to complex.
(C) It caters to the cognitive maturity of the learner at different stages.
(D) It completely eliminates the need for any formative assessment.

62. The integrated curriculum design seeks to:
(A) Isolate academic subjects strictly to encourage deep domain specialization
(B) Combine students across different age groups into a single unified classroom
(C) Dissolve subject boundaries to show interconnectedness of knowledge
(D) Integrate technological tools exclusively into upper-level science courses

63. When a teacher combines literature, history, and art to teach a thematic unit on "The Indian Independence Movement," they are utilizing an:
(A) Comprehensive Extracurricular Activity Program
(B) Interdisciplinary or Integrated Curriculum
(C) Isolated Subject-matter Curriculum Design
(D) Exclusive Foundational Core Curriculum Design

64. What is a primary barrier to implementing an integrated curriculum in secondary schools?
(A) It significantly reduces overall student interest, engagement, and motivation
(B) It requires substantially fewer physical resources than traditional methods
(C) It relies almost entirely on passive rote memorization and drill exercises
(D) Departmental structures, specialized teachers, and subject exams

65. Consider the following statements regarding integrated curriculum models:
I. Multidisciplinary integration focuses primarily on the disciplines but connects them through a theme.
II. Interdisciplinary integration organizes the curriculum around common learnings across disciplines.
III. Transdisciplinary integration organizes curriculum around student questions and real-world problems.
IV. Integrated curriculum strictly prohibits the teaching of foundational skills like literacy.
Which of the statements given above are correct?
(A) I, II, and III only
(B) II, III, and IV only
(C) I and IV only
(D) I, II, III, and IV

66. The first step in the formal curriculum development process is generally considered to be:
(A) Selection of appropriate pedagogical instructional methods
(B) Formulation of specific, measurable student learning outcomes
(C) Needs assessment and situational analysis
(D) Designing the comprehensive course evaluation rubrics

67. During the needs assessment phase of curriculum development, curriculum planners analyze:
(A) Gaps between current student skills, desired goals, and societal needs
(B) Total financial funding available for printing and distributing new textbooks
(C) Historical archives of ancient indigenous educational practices exclusively
(D) Physical seating capacity and structural safety of national examination halls

68. Which model emphasizes that curriculum development should begin with an analysis of the learners' needs rather than the dictates of a centralized authority?
(A) Administrative model by Galen Saylor
(B) Systemic model by Beauchamp
(C) Tyler's objective model
(D) Grassroots model by Hilda Taba

69. When setting objectives in the curriculum development process, objectives must be:
(A) Broad, vague, and open-ended to allow maximum classroom instructional flexibility
(B) Specific, measurable, achievable, relevant, and time-bound
(C) Focused exclusively on lower-level cognitive factual recall and memorization
(D) Determined solely through spontaneous choices made directly by enrolled students

70. Consider the following components in objective setting for curriculum:
I. Cognitive domain (intellectual skills)
II. Affective domain (attitudes and values)
III. Psychomotor domain (physical skills)
Which of the domains mentioned above should be addressed for a holistic curriculum?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

71. After setting the objectives, the next logical step in the curriculum development process is:
(A) Comprehensive evaluation of the implemented school curriculum
(B) Formal certification and graduation of all enrolled students
(C) Conducting a preliminary situational and needs assessment
(D) Selection of learning experiences and content

72. Which of the following criteria is essential when selecting content for a curriculum?
(A) Validity, significance, and utility
(B) Obscurity, complexity, and length
(C) Rigidity, tradition, and exclusivity
(D) Entertainment value alone

73. Content selection must adhere to the criterion of 'learnability', which means:
(A) Content must be simple enough that all enrolled students achieve full marks
(B) Content aligns with the cognitive maturity of target learners
(C) Content must be fully memorized by students within a single academic term
(D) Content should be structured to require zero direct teacher intervention

74. In organizing curriculum content, 'continuity' refers to:
(A) Integrating diverse academic subjects across the same grade level simultaneously
(B) Vertical repetition of key curriculum elements over time
(C) Administering continuous formative

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assessments without formal final examinations
(D) Maintaining the uninterrupted continuous duration of a standard school day

75. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Articulation is a crucial aspect of curriculum organization.
Reason (R): It ensures a smooth transition and logical progression of content from one grade level to the next without unnecessary duplication or gaps.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. Curriculum implementation relies most heavily on the active involvement and capability of:
(A) The textbook publishers
(B) The school management committee
(C) The classroom teachers
(D) The state legislative assembly

77. Which of the following is considered a primary barrier to successful curriculum implementation?
(A) Implementation of extensive continuous professional development programs
(B) Adequate provision of essential high-quality instructional materials
(C) Transparent communication regarding overarching national curricular goals
(D) Resistance to change among the instructional staff

78. What does curriculum evaluation primarily seek to determine?
(A) The financial profitability and operational cost-efficiency of the school
(B) The personal popularity of the Principal among local community leaders
(C) Curricular effectiveness in achieving stated objectives
(D) The speed at which classroom teachers complete the prescribed syllabus

79. Formative curriculum evaluation is conducted:
(A) Exclusively at the formal conclusion of the full academic year
(B) Continuously during development to guide ongoing improvements
(C) Following the completion of a standard multi-year policy cycle
(D) By an external international educational audit board exclusively

80. Summative curriculum evaluation is typically used to:
(A) Formulating quick adjustments to daily classroom instructional lesson plans
(B) Diagnosing specific individual student learning disabilities and difficulties
(C) Providing immediate real-time feedback to student teachers during micro-teaching
(D) Deciding whether to continue, modify, or terminate a curriculum

81. Which evaluation model focuses on comparing the intended outcomes of the curriculum with the actual outcomes?
(A) Tyler's Objective-Based Evaluation Model
(B) Goal-Free Evaluation Model
(C) CIPP (Context, Input, Process, Product) Model
(D) Kirkpatrick's Training Evaluation Model

82. The CIPP model of curriculum evaluation was developed by:
(A) Professor Ralph Tyler
(B) Professor Michael Scriven
(C) Daniel Stufflebeam
(D) Hilda Taba

83. In the CIPP model, 'Context evaluation' is closely related to which stage of curriculum development?
(A) Needs assessment
(B) Setting objectives
(C) Implementation
(D) Final summative assessment

84. Tyler's rationale for curriculum development is built around four fundamental questions. Which of the following is NOT one of those questions?
(A) What educational purposes should the school seek to attain?
(B) What educational experiences can be provided that are likely to attain these purposes?
(C) How can these educational experiences be effectively organized?
(D) How much should the school charge for providing these experiences?

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85. A curriculum developer relies heavily on defining behavioral objectives before selecting materials. The developer then measures student outcomes strictly against these initial objectives. This process is a classic application of:
(A) Taba's Grassroots Model
(B) Tyler's Model
(C) Vygotsky's Constructivist Model
(D) Eisner's Artistic Approach

86. A criticism often leveled against Tyler's model of curriculum development is that:
(A) It is excessively unstructured, unpredictable, and instructionally chaotic
(B) It completely ignores and omits the formal educational evaluation component
(C) Linear and mechanistic, ignoring learning's emergent nature
(D) It focuses exclusively on post-secondary higher education institutions

87. In Tyler's model, the 'screens' used to filter the broad educational objectives are:
(A) Macroeconomics and Political Science Systems
(B) Applied Sociology and Cultural Anthropology
(C) World History and Physical Geography Studies
(D) Philosophy and Psychology of Learning

88. Hilda Taba's model of curriculum development differs from Tyler's model primarily because Taba advocated for:
(A) Teacher-led inductive grassroots development
(B) A highly centralized, top-down administrative structural approach
(C) The complete exclusion of established psychological principles
(D) The total elimination of all formal student assessment processes

89. Arrange the following steps of Hilda Taba's curriculum development model in the correct sequence:
I. Formulation of objectives
II. Diagnosis of needs
III. Selection of content
IV. Organization of content
(A) I, II, III, IV
(B) II, I, III, IV
(C) II, III, I, IV
(D) I, III, II, IV

90. Consider the following statements regarding curriculum frameworks in India:
I. The National Council of Educational Research and Training (NCERT) is responsible for developing the National Curriculum Framework (NCF).
II. The NCF serves as a guideline for syllabus, textbooks, and teaching practices in India.
III. State governments are legally bound to adopt the NCF without any modifications.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

91. How many National Curriculum Frameworks (prior to NCF-SE 2023) were published by NCERT?
(A) Three (1975, 1988, 2000)
(B) Four (1975, 1988, 2000, 2005)
(C) Five (1968, 1975, 1988, 2000, 2005)
(D) Two (1986, 2005)

92. The National Curriculum Framework (NCF) 2005 drew heavily from the report titled "Learning Without Burden". Who chaired the committee that produced this report?
(A) Prof. D.S. Kothari
(B) Dr. K. Kasturirangan
(C) Prof. J.P. Naik
(D) Prof. Yash Pal

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93. Which of the following is one of the five guiding principles of NCF 2005?
(A) Ensuring that learning is shifted strictly toward rote methods
(B) Restricting the curriculum to textbooks to reduce cognitive load
(C) Promoting competitive examinations at all stages of schooling
(D) Connecting knowledge to life outside the school

94. According to NCF 2005, the role of a teacher is that of a:
(A) Strict disciplinarian
(B) Facilitator
(C) Primary source of knowledge
(D) Passive observer

95. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): NCF 2005 emphasized making examinations more flexible and integrated into classroom life.
Reason (R): High-stakes board examinations often lead to immense stress and promote rote memorization over conceptual understanding.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

96. Under NCF 2005, the concept of 'constructivism' in pedagogy implies that:
(A) Students must construct physical three-dimensional models for every academic subject
(B) Teachers construct comprehensive detailed dictation notes for students to transcribe
(C) Physical infrastructure and facilities of the school building must be upgraded continuously
(D) Learners actively construct knowledge by connecting new ideas

97. The National Curriculum Framework for Foundational Stage (NCF-FS) 2022 caters to children in the age group of:
(A) 3 to 8 years
(B) 6 to 14 years
(C) 0 to 6 years
(D) 5 to 11 years

98. The NCF-FS 2022 categorizes the domains of development (Panchakosha) based on ancient Indian traditions. Which of the following is NOT one of the Koshas mentioned in this framework?
(A) Annamaya Kosha (Physical development)
(B) Pranamaya Kosha (Development of life energy)
(C) Arthalaya Kosha (Economic development)
(D) Vijnanamaya Kosha (Intellectual development)

99. The core pedagogical approach recommended by NCF-FS 2022 for the foundational stage is predominantly:
(A) Traditional formal lecture-demonstration methods in early years
(B) Systematic rote memorization of alphabets, numbers, and basic tables
(C) Extensive formal written homework assignments and repetitive drill work
(D) Play-based, activity-based, and inquiry-based learning

100. A primary school Principal observes that Grade 1 teachers are making 6-year-old children sit in rows for 4 hours, copying letters from the board. To align the school with NCF-FS 2022, what corrective direction should the Principal give?
(A) Increase daily allotted time for copying text to improve handwriting legibility
(B) Introduce mandatory weekly written examinations to check vocabulary retention
(C) Shift pedagogy to experiential, play-way methods
(D) Punish young children who lose focus or display restlessness during lessons

101. NEP 2020 recommended the restructuring of the school curriculum into a new pedagogical design. What is this structure?
(A) 10 + 2 + 3
(B) 5 + 3 + 3 + 4
(C) 8 + 4 + 2
(D) 4 + 4 + 4 + 4

102. Under the NEP 2020 curricular structure, the 'Preparatory Stage' comprises classes:
(A) 1 to 3
(B) 3 to 5
(C) 6 to 8
(D) 9 to 12

103. Which major curriculum reform is emphasized in NEP 2020 to reduce curriculum load?
(A) Completely eliminating foundational science and mathematics subjects from middle school
(B) Merging all academic subjects across grades into one single consolidated textbook
(C) Outsourcing school curriculum design and delivery entirely to private corporations
(D) Trimming curriculum to core essentials to foster critical thinking

104. NEP 2020 advocates for an emphasis on 'FLN' by Grade 3. FLN stands for:
(A) Functional Literacy and Applied Numeracy Skills
(B) Fundamental Languages and Basic Number Systems
(C) Formative Learning and Nature-based

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(D) Foundational Literacy and Numeracy

105. Consider the following statements regarding NEP 2020 curriculum reforms:
I. It promotes multilingualism and teaching in the mother tongue/local language up to at least Grade 5.
II. It advocates for hard separations between arts and sciences, and curricular and extra-curricular activities.
III. It introduces vocational education starting from Class 6 with internships.
IV. It recommends a shift from summative to formative, competency-based assessment.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

106. In a competency-based curriculum, the primary focus is on:
(A) Total formal instruction time spent continuously by the student inside the classroom
(B) Completing the full prescribed textbook syllabus strictly within the first academic term
(C) Subjective evaluation conducted by classroom teachers without explicit scoring rubrics
(D) Learner mastery of specific, measurable skills and knowledge

107. Which of the following contrasts most sharply with a competency-based curriculum?
(A) Comprehensive Outcome-Based Education Framework
(B) Systematic Mastery Learning Pedagogical Model
(C) Time-based (Carnegie unit) curriculum
(D) Standardized Criterion-Referenced Assessment Model

108. The shift to a competency-based curriculum requires assessments to be:
(A) Formulated solely as norm-referenced tests to rank student achievement cohorts
(B) Administered strictly once at the final conclusion of the full schooling period
(C) Conducted exclusively through multiple-choice written tests assessing factual recall
(D) Authentic tasks requiring application of knowledge

109. What is a defining feature of skill-based curriculum integration?
(A) Embedding 21st-century skills across all academic subjects
(B) Keeping academic subjects strictly isolated from practical vocational skill programs
(C) Routing only academically underperforming students into vocational skill pathways
(D) Restricting all practical skill integration exclusively to physical education classes

110. Consider the following skills:
I. Creativity
II. Rote memorization
III. Digital literacy
IV. Problem-solving
Which of the above are identified as core 21st-century skills to be integrated into the modern curriculum?
(A) I, III, and IV only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I and IV only

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111. The integration of Value Education into the school curriculum aims primarily to:
(A) Impart highly specialized technological and technical skills for early employment
(B) Ensure students memorize religious scriptures and ancient foundational texts
(C) Cultivate ethical reasoning and constitutional values
(D) Completely replace the formal teaching of human social sciences in secondary school

112. According to contemporary curricular policies, how should value education be transacted in schools?
(A) Taught as an isolated stand-alone subject once a week using a designated textbook
(B) Delivered exclusively through periodic guest lectures presented by external experts
(C) Enforced strictly through punitive administrative measures for behavioral infractions
(D) Integrated holistically across subjects, activities, and culture

113. Environmental Education became a mandatory part of the school curriculum across India primarily following a directive from:
(A) The Ministry of Environment and Forests

(B) The United Nations Environment Programme
(C) The National Green Tribunal
(D) The Supreme Court of India (M.C. Mehta case)

114. The most effective pedagogical approach for transacting Environmental Education in the curriculum is:
(A) Dictating formal lecture notes regarding local and global environmental pollution levels
(B) Memorizing the precise titles and dates of international environmental treaties and pacts
(C) Viewing educational nature documentaries passively during class without follow-up discussion
(D) Project-based local environmental audits and conservation activities

115. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Co-curricular activities are no longer termed 'extra-curricular' in modern educational frameworks like NCF 2005 and NEP 2020.
Reason (R): These activities are considered an integral and essential part of the holistic curriculum, contributing to affective and psychomotor development alongside cognitive growth.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

116. Which of the following is considered a co-curricular activity rather than an academic subject?
(A) Algebra
(B) Indian History
(C) Debating society
(D) Organic Chemistry

117. What is the primary managerial challenge for a Principal in integrating co-curricular activities into the school curriculum?
(A) Securing adequate financial and material resources to fund extra activities
(B) Identifying enthusiastic students who are actively willing to participate
(C) Obtaining formal administrative approval from state education authorities
(D) Balancing instructional time for equitable student participation

118. Curriculum adaptation for inclusive classrooms primarily involves:
(A) Lowering national educational performance standards so CwSN can pass easily
(B) Exempting Children with Special Needs completely from taking any formal assessment
(C) Modifying content, instruction, and assessment for diverse needs
(D) Establishing completely separate, segregated special schools for diverse learners

119. A teacher provides a graphic organizer and audiobooks to a student with dyslexia while the rest of the class reads a standard text. This is an example of:
(A) Complete structural curriculum replacement and modification
(B) Implicit or unwritten null curriculum strategy
(C) Universal Design for Learning / Accommodation
(D) Institutional special education segregation

120. A student with visual impairment is enrolled in Class IX. The Principal must ensure curriculum adaptation for this student during practical science classes. Which is the most appropriate action?
(A) Excusing the student from science practicals entirely while awarding average marks
(B) Transferring the visually impaired student to a specialized residential institution
(C) Requiring the student to memorize lab manuals without engaging in physical experiments
(D) Providing tactile models and auditory practical options

121. The framework that guides the development of flexible learning environments accommodating individual learning differences from the outset is known as:
(A) Comprehensive Standardized Instruction Framework
(B) Universal Design for Learning (UDL)
(C) Applied Behavior Modification Operational Framework

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allocation.
Reason (R): Since the curriculum adapts to the emerging interests and varying paces of students, rigid timetables often restrict authentic learning experiences.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

46. What is the concept of a 'Core Curriculum'?
(A) A specialized academic program focusing exclusively on advanced STEM disciplines
(B) A selective curriculum designed specifically for intellectually gifted and talented students
(C) Mandated foundational learning experiences shared by all students
(D) Elective course pathways offered to upper secondary students across various streams

47. In the context of national educational policy framework guidelines, the national core curriculum included components like:
(A) Highly specialized technical and vocational training programs for all enrolled students
(B) India's common cultural heritage, egalitarianism, and secularism
(C) Advanced foreign language fluency and international communication skill development
(D) Comprehensive specialized medical sciences and clinical health studies

48. A core curriculum design is most heavily influenced by which sociological perspective?
(A) Radical feminism, emphasizing gender power dynamics
(B) Postmodernism, emphasizing individual subjective truth
(C) Marxism, focusing strictly on economic class struggle
(D) Structural functionalism, aiming for social cohesion

49. Which of the following represents an essential feature of a core curriculum program?
(A) Occupies a portion of the school day, leaving time for electives
(B) Consists exclusively of elective courses selected freely by individual students
(C) Remains completely unstructured, flexible, and spontaneous in delivery
(D) Applies strictly to higher education institutions and specialized academies

50. Consider the following statements about core curriculum:
I. It aims to develop a shared sense of citizenship among students.
II. It eliminates the need for any optional or elective subjects in schools.
III. It usually addresses broad social problems or themes.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

51. The concept of the 'Hidden Curriculum' was prominently brought into educational discourse by:
(A) Philip Jackson
(B) Ralph Tyler
(C) Hilda Taba
(D) John Franklin Bobbitt

52. The 'Hidden Curriculum' refers to:
(A) Academic topics skipped by classroom teachers due to severe instructional time constraints
(B) Confidential student assessment records maintained exclusively by the school principal
(C) Supplementary reading materials stored in library archives for optional research
(D) Unwritten, informal lessons and values absorbed in school

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53. Which of the following is an example of learning through the hidden curriculum?
(A) Systematically memorizing complex mathematical multiplication tables
(B) Learning punctuality and obedience through institutional routines
(C) Completing an experimental science lab project on plant photosynthesis
(D) Scoring high marks on standardized national written examinations

54. A school Principal notices that boys are implicitly encouraged to take leadership roles in assemblies while girls are usually assigned decorative or hospitality roles. This scenario is an example of a negative aspect of the:

(B) II and III only
(C) I and III only
(D) I, II, and III

131. In pedagogical terminology, the 'Enacted Curriculum' is synonymous with:
(A) The formal educational curriculum drafted directly by the state legislative assembly
(B) The curriculum delivered and experienced in the classroom
(C) The theoretical macro-level framework guidelines published centrally by NCERT
(D) The standardized subject content strictly tested in national exit examinations

132. The primary distinction between assessment 'of' learning and assessment 'for' learning within curriculum implementation is:
(A) Assessment 'of' learning is purely formative; assessment 'for' learning is summative
(B) Assessment 'of' learning is done by students; assessment 'for' learning by principals
(C) Assessment 'of' learning is qualitative; assessment 'for' learning is quantitative
(D) 'Of' evaluates past achievement; 'for' guides ongoing instruction

133. Constructivist curriculum design is grounded in the epistemological belief that:
(A) Knowledge is absolute, universal, and must be transmitted completely unaltered
(B) Knowledge is actively constructed through environmental interaction
(C) Knowledge is biological and only requires physical maturation to manifest fully
(D) Knowledge is purely a mechanistic set of behavioral responses to external stimuli

134. Which educational theorist's work on the 'Zone of Proximal Development' (ZPD) heavily influences social constructivist curriculum design?
(A) Jean Piaget
(B) Lev Vygotsky
(C) B.F. Skinner
(D) Howard Gardner

135. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Competency-based education (CBE) requires a flexible pacing structure in curriculum implementation.
Reason (R): In CBE, students progress upon demonstrating mastery of specific competencies, meaning learning is the constant and time becomes the variable.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

136. The incorporation of 'Art-Integrated Learning' as mandated by CBSE and aligned with NEP 2020 is designed to:
(A) Establishing fine arts as a high-stakes mandatory academic examination subject
(B) Using art forms as pedagogical tools to teach concepts across subjects
(C) Training all enrolled school students to become professional visual artists
(D) Replacing traditional physical education classes entirely with creative dance

137. Which of the following describes a 'Project-Based Learning' (PBL) curriculum?
(A) Reading textbooks all year and creating a minor chart paper project at the end
(B) Teachers projecting typed notes onto electronic smartboards for student transcription
(C) Principals assigning routine administrative tasks to students during free periods
(D) Extended student investigation of authentic, complex problems

138. The National Curriculum Framework (NCF) 2005 heavily critiqued the 'banking concept of education'. This critique was originally formulated by:
(A) Paulo Freire
(B) Ivan Illich
(C) John Holt
(D) Rabindranath Tagore

139. In curriculum planning, a 'Table of Specifications' (or Blueprint) is used primarily for:
(A) Designing the architectural structural layout of school classrooms and facilities
(B) Matching assessment tools to target content topics and cognitive levels
(C) Formulating the precise operational master timetable for the full academic year
(D) Listing physical laboratory resources required for standardized science experiments

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activities across all subjects. Conversely, a syllabus focuses strictly on a specific subject domain, detailing particular topics, thematic units, concepts, and content outlines to be covered during an academic year.

9. (B) The syllabus remains valid for an entire schooling stage, whereas the curriculum changes annually.
National curriculum frameworks operate as enduring macro-level policies that govern entire educational stages across several years. Conversely, subject syllabi are micro-level instructional guidelines that undergo periodic updating or adjustments based on annual academic requirements. Reversing this structural relationship distorts standard educational policy design, where national frameworks provide long-term direction while syllabi accommodate periodic modifications.

10. (B) III only
Statement I is incorrect because curriculum comes from Latin while syllabus comes from Greek. Statement II is incorrect because syllabus design varies considerably across different academic disciplines based on subject-specific pedagogical structures. Statement III correctly states that curriculum comprehensively includes educational aims, learning objectives, instructional strategies, and assessment methodologies across the entire school system.

11. (A) National Curriculum Framework
A National Curriculum Framework serves as the authoritative macro-level policy document that articulates the national vision, educational philosophy, and pedagogical goals of a country. Subject syllabi, textbooks, unit plans, and evaluation guidelines are systematically derived from this macro framework to ensure alignment across all levels of the school education system.

12. (C) Syllabus
When a teacher organizes chapter sequences, content outlines, and period allocations for a specific subject during an academic year, the task falls directly under syllabus planning. A syllabus provides an operational outline of subject topics and instructional time limits, serving as a practical guide for day-to-day classroom teaching and testing schedules.

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13. (D) Syllabus
A syllabus functions as a prescriptive instructional document that specifies the subject content, instructional topics, learning activities, and assessment bounds for a particular academic period. It provides explicit guidelines to educators regarding what knowledge must be taught and tested, helping align classroom instruction with designated timeframes and evaluation standards.

14. (C) Principle of Utility
The principle of utility dictates that curriculum content and learning experiences must possess practical value for students. It emphasizes equipping learners with functional knowledge, practical skills, and problem-solving capacities necessary to address real-world challenges in both present living and future careers, ensuring that schooling remains meaningful and functional for societal needs.

15. (B) Principle of Forward-Looking
The principle of forward-looking, or preparation for life, asserts that curriculum design must anticipate future societal, technological, and economic developments. Incorporating modern technological fields like Artificial Intelligence equips students with relevant competencies required for upcoming work environments, ensuring education remains adaptive, future-oriented, and capable of addressing evolving global demands.

16. (D) The curriculum should cater to individual differences and be adaptable to local contexts.
The principle of variety and elasticity requires curriculum design to be flexible and diverse rather than rigid or standardized. It ensures that instructional materials, learning activities, and pedagogical strategies accommodate individual learning styles, developmental levels, cultural backgrounds, and specific community environments, enabling educators to adapt lessons to local classroom contexts effectively.

17. (A) Principle of subject compartmentalization
Subject compartmentalization divides knowledge into isolated, rigid boundaries, which contradicts sound curriculum construction principles. Modern pedagogy advocates for interdisciplinary integration, child-centered instruction, community engagement, and horizontal correlation across disciplines. Rigid subject isolation hinders holistic understanding,

(A) Overt Curriculum - The written, official, intended curriculum
(B) Null Curriculum - The curriculum that is implicitly taught through school rules
(C) Phantom Curriculum - The messages absorbed by students through media and exposure outside the formal school setting
(D) Concomitant Curriculum - What is taught at home or by families

150. Consider the following stages of Tyler's curriculum development model:
I. Selection of learning experiences
II. Identification of educational objectives
III. Organization of learning experiences
IV. Evaluation of learning experiences
What is the correct sequential order of these stages?
(A) II, I, III, IV
(B) I, II, III, IV
(C) II, III, I, IV
(D) III, I, II, IV

151. Which of the following elements is critical in developing a curriculum for gifted students?
(A) Deceleration and slow pacing of academic content delivery
(B) Increased repetitive drill and practice of fundamental basic skills
(C) Curriculum compacting and enrichment opportunities
(D) Focusing exclusively on remedial instruction and basic reinforcement

152. 'Curriculum Compacting' involves:
(A) Compression of all academic subjects into a shorter overall school day
(B) Skipping known content to provide challenging material
(C) Utilizing heavy, comprehensive printed textbooks across all grade levels
(D) Merging three different classrooms into one large physical learning space

153. A teacher notices that materials contain gender stereotypes (e.g., showing only women in domestic roles and only men in professional roles). Addressing and challenging these stereotypes in the classroom involves interacting with the:
(A) Core curriculum
(B) Null curriculum
(C) Hidden curriculum
(D) Extracurricular program

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154. What is the role of a 'Needs Assessment' in the curriculum development process?
(A) Identifying financial deficits within the institutional management budget
(B) Identifying gaps between current student status and educational goals
(C) Assessing physical infrastructure and facility expansion needs of schools
(D) Calculating exact administrative staffing requirements for the school

155. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Differentiated instruction within the curriculum is incompatible with standardized testing.
Reason (R): Differentiated instruction tailors learning to individual student profiles, whereas standardized testing demands uniform performance metrics from all students, creating a fundamental tension in curriculum delivery.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

156. The term 'Pedagogical Content Knowledge' (PCK), which is vital for curriculum transaction, was coined by:
(A) Lee Shulman
(B) Howard Gardner
(C) John Dewey
(D) B.S. Bloom

157. Which of the following best defines Pedagogical Content Knowledge (PCK)?
(A) Demonstrating deep, advanced mastery of specific academic subject matter
(B) Applying general pedagogical strategies such as standard classroom management
(C) Intersecting subject and teaching knowledge to make content accessible
(D) Utilizing modern educational technology tools effectively inside classrooms

158. Bloom's Taxonomy of Educational Objectives is heavily utilized in which phase of curriculum development?
(A) Comprehensive Needs Assessment Phase
(B) Setting Objectives and Evaluation
(C) Institutional Budgeting and Allocation

196. Which term describes a curriculum where students have the freedom to choose what they want to learn, how they want to learn it, and how they will be assessed, often seen in alternative or democratic schools?
(A) Mandated Prescriptive Formal Curriculum
(B) Open or Learner-directed Curriculum
(C) Foundational Core Academic Curriculum
(D) Standardized Nationalized School Curriculum

197. The concept of 'Scaffolding' in instructional design and curriculum transaction implies:
(A) Temporary support helping a learner achieve tasks
(B) Building physical playground equipment and structures in schoolyards
(C) Designing extremely difficult curricula to eliminate academically weak students
(D) Leaving students completely unassisted to foster personal self-reliance

198. A school has a diverse student population, including first-generation learners and children from marginalized communities. The Principal notices that the textbooks often feature cultural references alien to these students. To ensure the curriculum is meaningful, the Principal should encourage teachers to adopt:
(A) A deficit pedagogical model
(B) Culturally Responsive Pedagogy
(C) Rote learning of the alien concepts
(D) A strategy of lowering expectations for these students

199. NEP 2020 introduces the concept of a 'Holistic Progress Card' (HPC). How does this impact curriculum evaluation?
(A) Shifting educational evaluation strictly to quantitative percentage metrics
(B) A 360-degree card reflecting progress across domains
(C) Replacing all academic examinations with a single mandatory health checkup
(D) Restricting student evaluation feedback exclusively to the principal's view

200. The ultimate objective of an educational curriculum in a democratic society like India is to:
(A) Producing highly uniform, compliant, and unquestioning future citizens
(B) Developing critical, responsible, contributing individuals
(C) Ensuring all citizens attain university degrees regardless of aptitude
(D) Maximizing overall commercial profitability of private schooling systems

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(D) Total rejection of all traditional and historical forms of knowledge

168. Which curriculum design explicitly challenges existing social inequities, power structures, and aims for societal transformation?
(A) Traditional Conservative Curriculum
(B) Social Reconstructionist Curriculum
(C) Standard Subject-centered Curriculum
(D) Classical Perennialist Curriculum

169. What does the term "Curriculum Alignment" specifically refer to in educational measurement?
(A) Physical arrangement of student desks in rigid linear classroom rows
(B) Match between assessments, curriculum, and instruction
(C) Alignment of individual school operational policies with international law
(D) Sequential chronological arrangement of historical events in textbook chapters

170. Consider the following roles of a Principal in curriculum leadership:
I. Ensuring teachers have the necessary instructional resources.
II. Monitoring curriculum delivery through classroom observations.
III. Completely avoiding any interference in how a teacher teaches.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

171. If a curriculum relies heavily on 'Programmed Instruction' or computer-based drill-and-practice, it is grounded in which psychological theory?
(A) Constructivism
(B) Behaviorism
(C) Humanism
(D) Gestalt psychology

172. According to NCF 2005, the teaching of mathematics should primarily focus on:
(A) Mastering rapid mental arithmetic calculations and speed techniques
(B) Memorization of complex mathematical formulas and procedural rules
(C) Developing mathematical thinking, reasoning, and problem-solving skills
(D) Preparing students exclusively for national competitive engineering entrance exams

173. The inclusion of 'Sports-Integrated Learning' in the curriculum implies:
(A) Requiring students to engage in physical sports during all school hours
(B) Using sports to teach academic concepts, teamwork, and resilience
(C) Replacing foundational academic science classes with physical education
(D) Awarding artificial grace marks in academic subjects to student athletes

174. Which of the following is NOT an objective of integrating Environmental Education in the curriculum?
(A) Creating active public awareness about critical environmental challenges
(B) Fostering a deep sense of personal responsibility toward natural conservation
(C) Promoting rampant industrialization over ecological balance
(D) Encouraging sustainable everyday lifestyle choices among all citizens

175. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Inclusive education demands a highly flexible curriculum rather than a rigid, uniform one.
Reason (R): Diverse learners in an inclusive classroom have varying cognitive abilities, learning styles, and physical needs that cannot be met by a "one size fits all" instructional approach.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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176. Which teaching strategy is most effective for delivering an integrated curriculum?
(A) Rote learning
(B) Thematic units
(C) Isolated subject lectures
(D) Strict departmentalization

177. A teacher uses a curriculum mapping software. The primary benefit of this tool for the school administration is:
(A) Tracking daily student attendance metrics

140. A government school Principal realizes that the dropout rate is high among adolescents, particularly due to a lack of interest and perceived irrelevance of the curriculum. Based on NEP 2020 guidelines, which curricular intervention is most likely to improve engagement and retention for this demographic?
(A) Significantly increasing administrative penalties for student absenteeism
(B) Integrating vocational education, coding, and local crafts
(C) Doubling the total volume of theoretical homework assigned across all subjects
(D) Administering unannounced daily written unit tests to enforce discipline

141. The concept of 'Curriculum Mapping' is best described as:
(A) Drawing detailed geographical maps during social studies classroom instruction
(B) Identifying gaps, redundancies, and misalignments across grade levels
(C) Measuring the physical commuting distance students travel to attend school
(D) Mapping student cognitive intelligence metrics to specific academic streams

142. Which of the following is a key feature of the "Foundational Stage" curriculum (Ages 3-8) under NEP 2020?
(A) Heavy administrative reliance on formal written board examinations
(B) Strict compartmentalization of academic subjects like Physics and Chemistry
(C) Integrating ECCE seamlessly with Classes 1 and 2
(D) Mandatory early introduction of computer coding and vocational training

143. According to NCF 2005, 'Local knowledge and traditional skills' should be:
(A) Systematically eradicated and excluded from formal public education frameworks
(B) Treated as fundamentally inferior to formal academic textbook knowledge
(C) Recognized and integrated into the school curriculum
(D) Instructed exclusively within informal, non-formal adult education centers

144. 'Experiential Learning' in the curriculum involves a cycle of:
(A) Experiencing, reflecting, conceptualizing, and experimenting
(B) Reading assigned text, memorizing facts, testing, and forgetting details
(C) Listening to lectures, copying dictation, reciting, and reproducing text
(D) Planning activities, punishing mistakes, enforcing rules, and grading

145. Consider the following statements regarding the integration of ICT (Information and Communication Technology) in curriculum:
I. It shifts the learning environment from teacher-centric to learner-centric.
II. It is used only as a supplementary tool for computer science subjects.
III. It enables personalized learning pathways and instant feedback.
IV. It completely eliminates the need for a physical teacher.
Which of the statements given above are correct?
(A) I and III only
(B) I, II, and III only
(C) II and IV only
(D) I, III, and IV only

146. Which curricular approach organizes learning around broad socio-economic and cultural themes rather than traditional academic disciplines?
(A) Theme-based/Thematic curriculum
(B) Traditional Discipline-based curriculum model
(C) Strictly Chronological subject curriculum
(D) Formalistic academic subject curriculum

147. A curriculum that focuses heavily on teaching students "how to think" rather than "what to think" prioritizes:
(A) Systematic factual knowledge acquisition
(B) Process skills and critical thinking
(C) Traditional rote memorization techniques
(D) Indoctrination into established norms

148. The phrase "Curriculum is a racecourse to reach a goal" implies that:
(A) Education is inherently competitive where only the fastest students succeed
(B) Providing a structured path towards educational objectives
(C) Physical education and track events constitute the most vital subject
(D) Learning tasks must be completed within the shortest possible timeframe

149. Identify the incorrect pair regarding curriculum types and their definitions:

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187. "Learning without Burden", a major influence on NCF 2005, primarily targeted which issue?
(A) Reducing bag weight and stress of overloaded curriculum
(B) Addressing the severe lack of modern instructional technology in classrooms
(C) Resolving persistent issues regarding the structural underpayment of teachers
(D) Eliminating infrastructure gaps regarding sports and recreational facilities

188. During an inspection, the Principal finds that the social science teacher skipped the chapter on "Local Self-Government" because it "would not carry many marks in the board exam." By making this decision, the teacher has inadvertently created a/an:
(A) Enacted curriculum
(B) Integrated curriculum
(C) Null curriculum
(D) Core curriculum

189. According to NEP 2020, to support a competency-based curriculum, the National Assessment Centre has been set up as a standard-setting body. What is its acronym?
(A) DIKSHA
(B) PARAKH
(C) NISHTHA
(D) SWAYAM

190. Consider the following regarding the integration of vocational education in NEP 2020:
I. Every child will learn at least one vocation and be exposed to several more.
II. Vocational education will begin from Class 6, including a 10-day bagless period for internships.
III. Vocational education is exclusively reserved for students who fail academic subjects.
Which of the statements given above is/are correct?
(A) I only
(B) II only
(C) I and II only
(D) I, II, and III

191. In evaluating a curriculum, 'Validity' refers to:
(A) Assessment measures what it is intended to measure
(B) Whether assessment metrics produce consistent results over extended time
(C) How easily the instructional content can be delivered by average teachers
(D) Total financial cost-effectiveness of printed curriculum study materials

192. A Principal wishes to evaluate if the current science curriculum is meeting the needs of the students and society. She surveys alumni, parents, and local industry experts, and compares current student proficiency with desired skills. This phase of curriculum development is known as:
(A) Comprehensive Summative Program Evaluation
(B) Needs Assessment and Situational Analysis
(C) Systematic Academic Content Sequencing
(D) Formal Instructional System Design Phase

193. The philosophy of 'Pragmatism', associated with John Dewey, supports which type of curriculum?
(A) Subject-centered and static
(B) Experience-centered, activity-based, and dynamic
(C) Exclusively religious and moral
(D) Focused solely on classical literature and ancient languages

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194. The 'Activity Curriculum' requires that teaching-learning should revolve around:
(A) Textbook chapters presented in strict sequential chronological order
(B) Purposeful activities driven by student interests
(C) Instructional activities designed strictly by central state authorities
(D) Extracurricular sports and athletic physical training exercises alone

195. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): An effectively designed curriculum must incorporate opportunities for 'Action Research' by teachers.
Reason (R): Action research empowers teachers to systematically investigate and solve immediate, practical problems encountered during curriculum implementation in their own classrooms.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

(D) Educational Policy Formulation Process

159. In the revised Bloom's Taxonomy, the highest level of cognitive processing for setting curriculum objectives is:
(A) Evaluating
(B) Analyzing
(C) Creating
(D) Understanding

160. A secondary school introduces a "Deshbhakti Curriculum". Its explicit aim is to instill constitutional values, civic responsibility, and love for the country among students through reflective discussions and activities, rather than rote exams. What type of curriculum reform does this primarily represent?
(A) Value-education integration focused on the affective domain
(B) Excessive subject-centered cognitive content overload and repetition
(C) Specialized vocational skill development designed for economic gain
(D) Strategic null curriculum enhancement within modern education systems

161. A major challenge in implementing a purely 'learner-centered' curriculum in the Indian context is:
(A) High student-teacher ratios and rigid board exam systems
(B) Complete lack of administrative access to modern pedagogical theories
(C) Inherent unwillingness of young school children to acquire knowledge
(D) Over-availability of individualized teaching resources in classrooms

162. The concept of 'Continuous and Comprehensive Evaluation' (CCE), previously central to the curriculum, aimed primarily to:
(A) Substantially increasing the total number of high-stakes board exams
(B) Continuously evaluating scholastic and co-scholastic growth
(C) Ensuring classroom teachers are under constant evaluation by leadership
(D) Lowering minimum passing marks across all standardized examinations

163. The term 'Curriculum Transaction' refers to:
(A) Commercial purchasing of textbooks directly by enrolled school students
(B) Exchange of curriculum planning documents between state and central boards
(C) Actual execution and delivery of the curriculum in class
(D) Financial payments made directly to external professional curriculum developers

164. In curriculum development, the principle of 'Balance' refers to:
(A) Maintaining equal physical weight across printed textbooks for all subjects
(B) Balancing time and emphasis across cognitive, affective, and psychomotor domains
(C) Balancing the proportion of male and female teaching staff in the institution
(D) Ensuring the annual institutional operating budget remains completely balanced

165. A Principal reviews a history lesson plan. The teacher plans to lecture for 40 minutes about the Revolt of 1857 and assign 5 textbook questions. To align this with the NCF 2005 constructivist approach, the Principal should advise the teacher to:
(A) Use primary sources, role-plays, debates, and analytical questions
(B) Reduce lecture duration to 30 minutes and assign 10 textbook questions
(C) Have students read the textbook aloud in class rather than lecturing
(D) Skip the historical topic entirely as it lacks modern relevance

166. A curriculum that focuses heavily on "life skills" (e.g., decision making, problem-solving, empathy, coping with stress) aligns most closely with recommendations from:
(A) The World Health Organization and UNICEF
(B) The World Bank Educational Development Group
(C) The International Monetary Fund Education Directorate
(D) The United Nations Security Council Policy Division

167. The 'Eclectic approach' in curriculum development means:
(A) Rigid adherence to a single traditional philosophical school of thought
(B) Harmonizing best elements from various educational philosophies
(C) Focusing exclusively on electrical, digital, and technological skill sets

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ANSWERS

1. (A) The totality of learning experiences provided to students under the auspices of the school
Modern educational administration views curriculum as more than a syllabus. It includes all planned and unplanned learning experiences, activities, environment, and guidance provided by a school to facilitate holistic student development. This comprehensive perspective encompasses academic subjects, co-curricular programs, values, attitudes, and interpersonal interactions that shape the overall growth of learners within the institution.

2. (C) To run a racecourse
The term curriculum originates from the Latin word currere, which translates directly to running a course or running a racecourse. In pedagogical context, this etymology emphasizes an educational path or track that students traverse under instructional guidance to achieve intended educational outcomes, acquire structured knowledge, and complete their formal learning objectives.

3. (A) It is synonymous with the prescribed syllabus of a subject.
Curriculum and syllabus represent distinct concepts within educational administration. A syllabus is merely an outline of subject content, whereas curriculum represents a comprehensive framework encompassing objectives, learning experiences, teaching methodologies, co-curricular activities, and evaluation processes. Describing curriculum as synonymous with a subject syllabus reflects an incomplete and inaccurate understanding of its broad educational scope.

4. (D) Cunningham - Curriculum is a tool in the hands of the artist to mould his material
Educational philosopher Cunningham formulated a famous definition comparing curriculum to an instrument or tool in the hands of an artist, representing the teacher, to mold material, representing the student, according to ideal goals within a studio, representing the school environment. This metaphor highlights the creative, purposeful, and structured nature of educational management.

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5. (A) Both A and R are true and R is the correct explanation of A
Curriculum functions as an overarching administrative umbrella that includes the syllabus along with varied educational components. A subject syllabus outlines specific topics and content boundaries for study, while the curriculum integrates instructional methods, co-curricular practices, school environment, and developmental goals. Thus, the detailed scope of the syllabus explains why curriculum serves as a comprehensive concept.

6. (C) Integrating community feedback, emerging technologies, and current social issues into school activities
A dynamic curriculum continuously adapts to changing societal needs, scientific advancements, and cultural contexts. School administrators maintain curricular vitality by systematically incorporating emerging technologies, community feedback, and contemporary issues into everyday learning experiences. This responsive approach prevents educational stagnation, enhances practical relevance, and ensures that institutional programs prepare students effectively for contemporary real-world challenges.

7. (D) The actual transactional experiences occurring directly within the classroom
Educational policy distinguishes between intended and enacted curricula based on implementation contexts. The intended curriculum consists of official documents, written guidelines, and national goals established by administrative bodies. In contrast, the enacted curriculum represents the operational realities, pedagogical transactions, teacher decisions, and learning interactions that actually take place during classroom instruction.

8. (A) Curriculum outlines the holistic educational program, while the syllabus outlines the topics for a particular subject.
In secondary education frameworks, curriculum and syllabus fulfill distinct structural functions. The curriculum establishes the complete institutional framework, overarching educational philosophy, learning outcomes, and holistic

across various classrooms
(B) Aligning standards, instruction, and exams to prevent gaps
(C) Calculating teacher salaries based on total instructional hours delivered
(D) Designing structural architectural floor plans for new school buildings

178. The 'Humanistic Curriculum', influenced by Abraham Maslow and Carl Rogers, prioritizes:
(A) Strict enforcement of classical literature reading in early schooling
(B) Promoting personal growth, self-actualization, and emotional well-being
(C) Behavioral conditioning models utilizing strict rewards and punishments
(D) Vocational preparation tailored for factory work and industrial manual labor

179. When an educational board decides to drop certain chapters from a subject permanently because they are deemed outdated or irrelevant, this is an exercise in:
(A) Comprehensive Educational Curriculum Evaluation
(B) Curriculum Development and Content Pruning
(C) Systemic Institutional Curriculum Addition
(D) Programmatic Instructional Curriculum Duplication

180. A school implements a new "Entrepreneurship Mindset Curriculum" (EMC). Students are given seed money to develop and execute small business ideas. They work in teams, manage budgets, and present their outcomes. Which pedagogical approach is predominantly utilized here?
(A) Formal Deductive Academic Teaching
(B) Traditional Rote Memorization Strategy
(C) Experiential and Project-Based Learning
(D) Direct Teacher-Led Instructional Method

181. In the context of curriculum adaptation, an 'Accommodation' differs from a 'Modification' in that:
(A) Accommodation changes learning goals, modification changes delivery
(B) Accommodation changes access, modification changes expectations
(C) They represent identical interchangeable terms in special education
(D) Accommodation is for gifted students, modification for slower learners

182. A student with ADHD is allowed extra time to complete a standardized curriculum test and takes it in a quiet room. This is an example of a/an:
(A) Comprehensive structural curriculum modification
(B) Instructional accommodation
(C) Formal administrative curricular exemption
(D) Alternative specialized curriculum pathway

183. Which foundational philosopher of education heavily advocated for a curriculum based on the "child's nature" and natural environment, famously articulated in the book 'Emile'?
(A) Philosopher John Locke
(B) Jean-Jacques Rousseau
(C) Classical Philosopher Plato
(D) Classical Philosopher Aristotle

184. The 'Subjective' or 'Artistic' approach to curriculum evaluation, which focuses on the qualitative experiences and educational criticism rather than mere test scores, was proposed by:
(A) Ralph Tyler
(B) Elliot Eisner
(C) Benjamin Bloom
(D) B.F. Skinner

185. Consider the following statements about Formative Assessment in curriculum implementation:
I. It is diagnostic in nature.
II. It provides continuous feedback to teachers and students.
III. It is heavily weighted for final promotion to the next grade.
IV. It helps in modifying teaching strategies on an ongoing basis.
Which of the statements given above are correct?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, II, and IV only
(D) I, II, III, and IV

186. The concept of "Curriculum as Praxis", derived from critical theory, means that curriculum is:
(A) Active reflection and action to transform society
(B) A static printed document to be memorized verbatim by all students
(C) A functional list of practical mechanical skills for workplace jobs
(D) A theoretical academic model with zero real-world practical application

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obscures interdisciplinary connections, and prevents learners from applying integrated knowledge to complex real-world situations.

18. (C) The transmission of cultural heritage and values to the next generation
In curriculum construction, the principle of conservation emphasizes preserving and transmitting a society's valuable cultural heritage, historical knowledge, ethical values, and traditions. By incorporating historical achievements, literature, and social values into educational programs, schools ensure cultural continuity across generations while building a foundational social identity for young learners within society.

19. (A) Principle of Environmental Centeredness
Incorporating local monuments, community history, and regional art forms into social science instruction exemplifies the principle of environmental centeredness. Connecting academic concepts to the immediate physical, social, and cultural environment of students makes learning contextually relevant, meaningful, and engaging, thereby bridging the gap between classroom theory and real-life surroundings.

20. (A) Both A and R are true and R is the correct explanation of A
The principle of integration seeks to eliminate strict boundaries separating academic subjects, promoting interconnected learning. Because practical challenges in real life demand multifaceted solutions across disciplines rather than isolated academic facts, an integrated curriculum reflects authentic real-world contexts, helping students comprehend relationships between varied fields of knowledge effectively and holistically.

21. (B) Principle of Maturity
The principle of maturity requires that curriculum content and tasks match the cognitive, physical, emotional, and social development of learners. Ensuring appropriate complexity prevents cognitive overload or disinterest, aligning instructional demands with student readiness levels so learning experiences remain challenging yet manageable throughout various developmental growth stages.

22. (C) The needs, interests, and developmental stages of individual learners
Child-centered curriculum design organizes learning around the unique needs, interests, abilities, and cognitive developmental levels of students. Rather than prioritizing traditional subject matter boundaries or administrative convenience, this approach prioritizes individual learner readiness, active exploration, and personalized development to foster intrinsic motivation and meaningful knowledge construction.

23. (D) A transmitter of knowledge to a facilitator of learning
Transitioning to a child-centered curriculum redefines the teacher's professional role within the classroom. Instead of functioning as an authoritative transmitter of static subject knowledge through direct lectures, the teacher becomes a guide and facilitator who designs supportive environments, scaffolds learning experiences, and empowers students to actively explore concepts.

24. (A) John Dewey
Educational philosopher John Dewey laid the theoretical foundation for child-centered, experiential education through his pragmatic philosophy. He advocated for learning by doing, arguing that education should be grounded in active student investigation, practical problem-solving, and meaningful social interaction rather than passive reception of memorized facts from traditional textbooks.

25. (A) I and III only
Statements I and III correctly define child-centered design, which encourages self-directed learning, intrinsic motivation, and hands-on experiential activities. Statement II is incorrect because child-centered models favor authentic, criterion-referenced assessment over standardized norm-referenced testing. Statement IV is incorrect because teachers remain active facilitators rather than adopting absolute non-interference.

26. (B) Creating learning centers where students choose activities based on current interests
Establishing diverse classroom learning centers where children select tasks based on their individual interests and developmental pace embodies child-centered practices. This strategy

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84. (D) How much should the school charge for providing these experiences?
Ralph Tyler's rationale focuses on four core pedagogical questions: defining educational goals, selecting learning experiences, organizing instructional experiences, and evaluating outcomes. Financial charges, tuition fees, and administrative accounting are entirely absent from Tyler's theoretical framework, making monetary cost considerations non-essential to his four fundamental curricular questions in education.

85. (B) Tyler's Model
Ralph Tyler's model follows a linear, systematic approach starting with pre-specified behavioral objectives, followed by content selection, instructional organization, and outcome assessment. Measuring student performance strictly against initial objectives exemplifies Tyler's objective-centered, goal-oriented paradigm of curriculum design and educational evaluation within formal academic institutions.

86. (C) Linear and mechanistic, ignoring learning's emergent nature
A frequent critique of Ralph Tyler's curriculum model is its rigid, linear, and mechanistic structure. Critics argue that prescribing fixed objectives in advance fails to account for spontaneous, emergent learning, individual student creativity, and unplanned educational interactions that occur naturally within dynamic classroom environments during real-time instruction.

87. (D) Philosophy and Psychology of Learning
In Ralph Tyler's model, broad educational objectives collected from student needs, contemporary life, and subject specialists pass through two analytical "screens": educational philosophy and psychology of learning. These screens filter out conflicting social values and eliminate goals that are inconsistent with human cognitive growth and learning capacity in children.

88. (A) Teacher-led inductive grassroots development
Hilda Taba's curriculum model differs fundamentally from top-down administrative models by advocating an inductive, grassroots strategy. She asserted that curriculum design should begin with classroom teachers analyzing student needs, constructing teaching units directly, and piloting instructional materials before generalizing frameworks for broader administrative adoption across school districts.

89. (B) II, I, III, IV
Hilda Taba's inductive curriculum development model begins with diagnosing student needs (II). After identifying needs, educators formulate specific learning objectives (I), select suitable learning content (III), and systematically organize the chosen content (IV) into coherent instructional units for effective classroom transaction and subsequent student evaluation.

90. (A) I and II only
Statements I and II are correct as NCERT creates the National Curriculum Framework to guide syllabi, textbooks, and pedagogical methods in India. Statement III is incorrect because education is on the Concurrent List; state governments are not legally compelled to adopt the NCF without modifying it to fit local contexts.

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91. (B) Four (1975, 1988, 2000, 2005)
Prior to the release of NCF-SE 2023, the National Council of Educational Research and Training (NCERT) published four National Curriculum Frameworks in 1975, 1988, 2000, and 2005. Each framework responded to updated national educational policies, emerging societal needs, and contemporary research in developmental psychology and active pedagogy.

92. (D) Prof. Yash Pal
Professor Yash Pal chaired the National Advisory Committee that authored the seminal 1993 report titled "Learning Without Burden". This landmark report highlighted the critical issue of curriculum overload and excessive academic stress, forming the core philosophical rationale for the subsequent National Curriculum Framework 2005 developed by NCERT in India.

93. (D) Connecting knowledge to life outside the school
One of the five core guiding principles of NCF 2005 is connecting knowledge to life outside the school. This principle aims to break classroom isolation, ensuring that learning experiences draw upon students' everyday social environments, practical real-world contexts, and community experiences rather than relying exclusively on simple textbook memorization.

transmitted systematically within allocated instructional time periods.

36. (D) It fragments knowledge and ignores the learner's immediate interests
A primary criticism of the subject-centered curriculum is that it fragments learning into isolated subjects, failing to show interconnected real-world relationships. Additionally, it often prioritizes rigid content delivery over individual student interests, developmental readiness, and diverse learning needs, leading to passive memorization rather than meaningful, holistic comprehension.

37. (B) A subject-matter expert transmitting domain knowledge
In a subject-centered curriculum model, the primary role of the educator is defined as a subject-matter expert responsible for delivering structured domain knowledge. The teacher directs instruction, explains complex theoretical concepts, ensures coverage of prescribed textbook content, and evaluates student mastery through subject-specific academic examinations.

38. (C) Subject-centered curriculum
The subject-centered curriculum design relies most heavily on the logical, sequential organization of content within specific disciplines. Knowledge is structured systematically from basic rules to complex theories, ensuring that students build systematic academic understanding under guidance of subject disciplines, textbooks, and formal subject syllabi.

39. (D) It aligns efficiently with traditional university admission and exam structures
Subject-centered curriculum design continues to dominate secondary and higher secondary education because it aligns smoothly with established university admission criteria, standardized board examinations, and discipline-based higher education programs. Its clear domain structures simplify large-scale administrative evaluation, standardized textbook publishing, and faculty subject-specialization requirements.

40. (A) II, III, I, IV
Planning a subject-centered unit follows a logical sequence starting with defining specific subject-matter learning objectives (II). Next, educators outline the specific topics and sub-topics required (III), followed by selecting appropriate textbooks and reference materials (I). Finally, teachers design summative unit tests (IV) to measure content mastery.

41. (B) The cognitive and affective needs of the student
A learner-centered curriculum design prioritizes the overall development of students by focusing on their cognitive, emotional, and social needs. Rather than imposing rigid, predefined content structures, this design adjusts learning goals, activities, and instructional strategies to support personal growth, critical reflection, individual abilities, and learner autonomy.

42. (B) Constructivism
Constructivism is the pedagogical framework most congruent with a learner-centered curriculum. It posits that learners actively construct knowledge by connecting new experiences to prior understanding through exploration, problem-solving, and critical inquiry, placing student agency and active cognitive engagement at the center of the instructional process.

43. (A) An essential strategy meeting varied readiness levels
In a learner-centered curriculum, differentiated instruction is a core practice essential for addressing diverse student background knowledge, learning preferences, and readiness levels. Teachers modify instructional pace, content representation, and activity modes so every student receives appropriate support, enabling equitable access to educational opportunities within inclusive classrooms.

44. (C) Experience-centered - Strict adherence to prescribed textbooks
The pairing of experience-centered design with strict adherence to textbooks is incorrect. Experience-centered curricula prioritize direct, hands-on learning activities, meaningful problem-solving, and personal student interactions over rigid textbook transmission. Textbooks serve merely as supplementary resources rather than the primary determinant of instructional experiences.

45. (A) Both A and R are true and R is the correct explanation of A
A learner-centered curriculum requires flexible scheduling because instructional activities must adapt continuously to emerging student interests,

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reasoning, and holistic discussion, enabling students to understand fundamental concepts deeply rather than relying on superficial rote learning methods.

104. (D) Foundational Literacy and Numeracy
In NEP 2020, FLN stands for Foundational Literacy and Numeracy. The policy identifies acquiring basic reading, writing, and mathematical skills by Grade 3 as an urgent national mission, viewing FLN as the indispensable prerequisite for all future academic learning, cognitive advancement, and successful educational outcomes in primary school.

105. (B) I, III, and IV only
Statements I, III, and IV accurately reflect NEP 2020 reforms regarding mother-tongue instruction, early vocational exposure, and competency-based assessment shifts. Statement II is incorrect because NEP 2020 explicitly eliminates hard separations between arts and sciences, co-curricular and academic streams, promoting interdisciplinary learning across all stages of schooling.

106. (D) Learner mastery of specific, measurable skills and knowledge
A competency-based curriculum prioritizes student mastery of specific, practical skills, knowledge, and analytical abilities. Rather than measuring educational success through seated classroom hours or rote coverage of textbook chapters, this approach requires learners to demonstrate real-world application and functional understanding before progressing to subsequent learning units in school.

107. (C) Time-based (Carnegie unit) curriculum
Competency-based education contrasts sharply with the traditional time-based Carnegie unit curriculum. In time-based models, instructional duration remains constant while student learning outcomes vary. Conversely, competency-based paradigms fix learning outcomes to ensure full skill mastery, allowing learning pace and instruction time to vary according to individual student needs and abilities.

108. (D) Authentic tasks requiring application of knowledge
Competency-based curriculum models demand authentic assessment methods that evaluate how effectively students apply acquired knowledge to practical, real-world tasks. Instead of testing isolated factual recall through traditional exams, authentic assessments evaluate problem-solving, critical reasoning, and practical skill performance using clear, objective rubrics across varied learning contexts.

109. (A) Embedding 21st-century skills across all academic subjects
Skill-based curriculum integration involves embedding critical 21st-century competencies—such as critical thinking, communication, collaboration, digital literacy, and creative problem-solving—directly into everyday academic disciplines. Rather than treating skills as isolated subjects, this approach connects practical skill applications with general academic content across all educational stages in schools.

110. (A) I, III, and IV only
Creativity, digital literacy, and problem-solving are globally recognized as core 21st-century skills essential for modern educational frameworks. Rote memorization (II) is explicitly discouraged in contemporary curriculum designs, which emphasize higher-order cognitive processing, critical analysis, media literacy, and practical application over passive mechanical recall in classroom instruction.

111. (C) Cultivate ethical reasoning and constitutional values
Integrating Value Education into the school curriculum aims to develop students' moral reasoning, ethical judgment, empathy, and constitutional values such as equality, secularism, and justice. Rather than delivering religious instruction, value education prepares responsible citizens who reflect ethical awareness and social responsibility in their personal and community lives daily.

112. (D) Integrated holistically across subjects, activities, and culture
Modern educational frameworks mandate that Value Education should be transacted holistically across all subjects, co-curricular activities, and school climate. Rather than isolating values into a standalone subject or relying on occasional lectures, values are naturally woven through literary texts, social science discussions, sports, and collaborative school routines daily.

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55. (D) The officially prescribed Mathematics syllabus for Class IX
Auditing a hidden curriculum involves evaluating implicit social practices, teacher-student interactions, disciplinary policies, and classroom gender patterns. The officially prescribed Class IX Mathematics syllabus belongs exclusively to the formal, explicit curriculum; therefore, it is the least relevant item during an investigation of unwritten institutional social dynamics.

56. (A) Topics or perspectives excluded from the school curriculum
Educational scholar Elliot Eisner defined the "null curriculum" as those topics, concepts, perspectives, or skills that are explicitly excluded or omitted from the school curriculum. What schools choose not to teach sends implicit messages to students about what society considers unimportant, trivial, or inappropriate for public study.

57. (B) Jerome Bruner
Cognitive psychologist Jerome Bruner developed the concept of the spiral curriculum. He posited that foundational ideas in any discipline can be taught effectively to learners at any developmental stage, provided concepts are presented systematically in intellectually honest forms and revisited periodically with increasing depth and complexity over time.

58. (B) Re-visiting key concepts over time with increasing complexity
The core principle of a spiral curriculum involves revisiting central concepts continuously across successive grade levels with increasing levels of depth, abstraction, and cognitive complexity. This structure allows learners to reinforce prior knowledge, build sophisticated mental models, and link simple introductory ideas to advanced disciplinary mastery over time.

59. (A) Any child at any stage of development
Jerome Bruner famously hypothesized that any subject can be taught effectively in an intellectually honest manner to any child at any stage of development. By translating complex concepts into developmentally appropriate representations, educators can introduce foundational principles early and progressively deepen understanding as children mature.

60. (C) Spiral curriculum
Teaching cell basics in Grade VI, organelle functions in Grade VIII, and cellular genetics in Grade X illustrates a spiral curriculum framework. Key scientific concepts are introduced simply, then systematically revisited in later grades with greater depth, allowing students to continuously expand their conceptual understanding as cognitive capabilities mature.

61. (D) It completely eliminates the need for any formative assessment.
Eliminating formative assessment is not an advantage of a spiral curriculum. In fact, spiral models rely continuously on formative evaluation to gauge prior understanding before introducing advanced concept layers. The true advantages of spiral designs include reinforcing prior learning, ensuring logical progression, and matching content complexity with cognitive maturity.

62. (C) Dissolve subject boundaries to show interconnectedness of knowledge
An integrated curriculum design breaks down rigid boundaries separating distinct academic disciplines. By organizing instruction around broad themes, real-world issues, or interdisciplinary connections, it helps students discover relationships across knowledge areas, fostering comprehensive understanding, critical thinking, and holistic applications of learning to authentic contexts.

63. (B) Interdisciplinary or Integrated Curriculum
Combining history, literature, and visual arts to study the Indian Independence Movement exemplifies an interdisciplinary or integrated curriculum. Rather than teaching these subjects in isolation, this approach connects thematic content across multiple fields, allowing students to explore historical events through multifaceted literary and artistic perspectives simultaneously.

64. (D) Departmental structures, specialized teachers, and subject exams
The primary obstacle to implementing integrated curricula in secondary education includes rigid departmental structures, subject-specialized teacher training, traditional schedules, and standardized single-subject board examinations. These institutional frameworks reinforce subject isolation, making cross-disciplinary collaboration and holistic lesson planning structurally difficult for secondary educators to execute effectively.

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65. (A) I, II, and III only
Statements I, II, and III accurately define multidisciplinary, interdisciplinary, and transdisciplinary models of integration. Statement IV is incorrect because integrated curricula actively support foundational literacy and numeracy skills by embedding them within meaningful thematic projects across disciplines rather than prohibiting explicit skill development.

66. (C) Needs assessment and situational analysis
Conducting a needs assessment and situational analysis forms the foundational first step in formal curriculum development. Before defining objectives or selecting content, planners must systematically evaluate learner needs, societal demands, technological changes, and local contexts to ensure the proposed educational program addresses genuine learning gaps effectively.

67. (A) Gaps between current student skills, desired goals, and societal needs
During the needs assessment stage, curriculum developers evaluate discrepancies between current student capabilities, desired learning outcomes, and broader societal requirements. Analyzing these performance gaps enables curriculum planners to design targeted learning objectives, update instructional materials, and structure relevant educational programs that address genuine developmental priorities within society.

68. (D) Grassroots model by Hilda Taba
Hilda Taba proposed a grassroots, inductive model for curriculum development, arguing that teachers who work directly with students should initiate the process. Her model begins with analyzing real classroom needs and student capabilities, contrasting with traditional administrative top-down models that impose central mandates without consulting frontline practitioners.

69. (B) Specific, measurable, achievable, relevant, and time-bound
Educational objectives in curriculum planning must follow the SMART framework—being specific, measurable, achievable, relevant, and time-bound. Clear objectives guide teacher instruction, clarify student performance expectations, and establish objective standards for evaluating whether desired learning outcomes have been attained effectively during classroom instruction.

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70. (D) I, II, and III
A holistic curriculum must address all three educational domains identified by Bloom and colleagues: cognitive (intellectual knowledge and thinking skills), affective (attitudes, emotions, and moral values), and psychomotor (physical motor skills and manual dexterity). Integrating these three domains ensures comprehensive student growth across head, heart, and hands.

71. (D) Selection of learning experiences and content
Following the formulation of clear educational objectives, the next systematic step in curriculum development is selecting relevant content and learning experiences. Planners choose subject topics, practical activities, and instructional materials that directly support the achievement of those established learning goals within specified time constraints.

72. (A) Validity, significance, and utility
Selecting curriculum content requires evaluating essential criteria including validity, significance, and utility. Validity ensures accuracy and authenticity of scientific facts, significance guarantees alignment with key disciplinary concepts, and utility ensures the knowledge provides practical value for students' immediate academic growth and future life applications.

73. (B) Content aligns with the cognitive maturity of target learners
The criterion of learnability specifies that curriculum content must align with the cognitive development, prior knowledge, and maturity levels of targeted students. Content must be intellectually accessible and challenging without exceeding learners' psychological capabilities, ensuring effective comprehension, active engagement, and retention across distinct age groups.

74. (B) Vertical repetition of key curriculum elements over time
Continuity in curriculum organization refers to the vertical repetition and progressive reinforcement of key concepts and skills across different grade levels over time. Recurring exposure to central educational themes enables students to deepen their understanding, build

cumulative learning, and master foundational ideas as they advance academically.

75. (A) Both A and R are true and R is the correct explanation of A
Articulation is essential in curriculum organization as it establishes logical connections between topics across consecutive grades and subjects. Proper vertical and horizontal articulation prevents instructional gaps, eliminates unnecessary subject repetition, and promotes smooth learning transitions as students progress through different stages of their academic journey.

76. (C) The classroom teachers
Successful curriculum implementation relies fundamentally on classroom teachers. Regardless of how well-designed policy frameworks or textbooks may be, teachers operationalize curriculum through daily instruction, pedagogical adaptation, continuous assessment practices, and effective classroom management, directly determining the quality of learning experiences received by students in schools.

77. (D) Resistance to change among the instructional staff
Resistance to change among teaching staff represents a primary barrier to successful curriculum implementation. Educators accustomed to traditional teaching methods may feel uncomfortable adopting new pedagogical frameworks, modern technologies, or alternative assessment practices, emphasizing the need for ongoing professional development, strong administrative support, and clear institutional communication.

78. (C) Curricular effectiveness in achieving stated objectives
Curriculum evaluation systematically measures the overall effectiveness, relevance, and quality of an educational program. Its primary goal is to determine whether implemented learning activities, instructional materials, and teaching strategies successfully achieve the predefined educational objectives and produce desired academic learning outcomes among enrolled students.

79. (B) Continuously during development to guide ongoing improvements
Formative curriculum evaluation takes place continuously throughout the design and implementation phases of an educational program. By collecting ongoing feedback from classrooms, teachers, and students, evaluators identify specific structural weaknesses and make timely instructional modifications to improve curricular quality before final institutional implementation occurs.

80. (D) Deciding whether to continue, modify, or terminate a curriculum
Summative curriculum evaluation takes place after an educational program has been fully implemented over a specified period. Its primary purpose is to assess overall program effectiveness, efficiency, and student impact, providing empirical data to policymakers and administrators to decide whether to continue, modify, or terminate the curriculum completely.

81. (A) Tyler's Objective-Based Evaluation Model
Ralph Tyler's objective-based evaluation model measures program success by systematically comparing intended educational objectives with actual student outcomes. By determining the exact degree to which predetermined behavioral goals are achieved, this model provides a straightforward, objective framework for assessing overall instructional effectiveness and curriculum performance.

82. (C) Daniel Stufflebeam
The CIPP evaluation model was formulated by Daniel Stufflebeam in the late 1960s to assist decision-makers in systematic educational improvement. CIPP stands for Context, Input, Process, and Product, providing a highly comprehensive framework to evaluate educational programs at every phase from initial planning to final outcomes.

83. (A) Needs assessment
Context evaluation in Stufflebeam's CIPP model focuses on analyzing environmental conditions, identifying target audience needs, and evaluating institutional problems. This phase corresponds directly to the needs assessment stage of curriculum development, establishing underlying priorities and real-world contextual realities that inform the creation of relevant educational objectives.

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respects learner agency, encourages self-directed exploration, and provides differentiated choices, contrasting sharply with rigid, teacher-dominated lecture formats or standardized competitive drill routines.

27. (A) Portfolio assessment tracking individual student growth
Child-centered curriculum models require assessment strategies that reflect continuous individual progress rather than comparative ranking. Portfolio assessment collects authentic student work samples over time, allowing educators and learners to document personalized developmental growth, self-reflection, and mastery of competencies across varied learning domains without relying solely on high-stakes examinations.

28. (C) Address local socio-economic needs through community resources
A community-centered curriculum links educational processes with the local social environment. It utilizes community resources, local knowledge, and regional facilities to address pressing socio-economic challenges. By engaging students directly with local civic issues, this design fosters civic responsibility, practical problem-solving, and meaningful connections between school instruction and community life.

29. (D) Community-centered Curriculum
Integrating local agricultural techniques and regional water management into a science curriculum exemplifies a community-centered design. This approach contextualizes learning by using immediate community conditions, environmental challenges, and local practices as rich educational resources, demonstrating how scientific principles directly apply to solving local socio-economic and environmental problems.

30. (B) I and II only
Statements I and II correctly describe a community-centered curriculum, which bridges school instruction with social living and engages community experts as resource persons. Statement III is incorrect because community-centered designs prioritize local context and regional relevance rather than strictly adhering to uniform international textbooks.

31. (B) It can become overly localized, missing broader national and global perspectives
A major limitation of a highly community-centered curriculum is the risk of excessive localization. Focusing predominantly on immediate neighborhood issues may cause students to miss broader national frameworks, global developments, and wider academic concepts, potentially restricting their ability to function effectively in diverse, non-local, or international contexts.

32. (D) Organizing field trips to local industries, historical sites, and civic bodies
School leaders promote community-centered learning by arranging educational field trips to regional industries, historical landmarks, and public institutions. These interactive experiences connect theoretical concepts with real-world practices, encouraging students to analyze local community dynamics, interact with civic workers, and appreciate the social value of learning beyond classroom settings.

33. (A) Pragmatism and Social Reconstructionism
Community-centered curriculum design is grounded in pragmatism and social reconstructionism. Pragmatism emphasizes learning through social experiences and practical utility, while social reconstructionism views education as a vehicle for analyzing social issues and driving positive community change. Together, these educational philosophies advocate using school curriculum to improve society actively.

34. (C) It organizes knowledge into distinct academic disciplines.
The defining feature of a subject-centered curriculum is the systematic division of knowledge into separate, distinct academic disciplines such as Mathematics, Physics, History, and Literature. Content is structured logically within each field, prioritizing cognitive mastery of domain content over student interests or interdisciplinary cross-subject connections.

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35. (A) Subject-centered curriculum
A school schedule strictly divided into separate academic time slots dedicated to distinct subjects using authorized textbooks represents a subject-centered curriculum design. This model prioritizes content organization, logical subject boundaries, and textbook-based delivery, ensuring that specialized domain knowledge is

94. (B) Facilitator
NCF 2005 redefines the role of the teacher from an authoritative transmitter of knowledge to a learning facilitator. As a facilitator, the teacher creates supportive learning environments, encourages student inquiry, scaffolds active knowledge construction, and accommodates individual learning styles rather than dominating the classroom through passive direct instruction methods.

95. (A) Both A and R are true and R is the correct explanation of A
NCF 2005 advocated making assessments more flexible, continuous, and integrated with routine classroom activities. Because traditional high-stakes board examinations generate intense psychological anxiety and encourage mechanical rote learning, implementing flexible, formative assessment practices helps evaluate genuine conceptual comprehension and authentic skill development in classroom settings.

96. (D) Learners actively construct knowledge by connecting new ideas
Under NCF 2005, constructivism implies that learners are active agents who construct understanding by integrating new experiences with prior knowledge. Rather than passively absorbing facts dictated by instructors, students engage in hands-on exploration, collaborative discussions, and critical inquiry to build meaningful conceptual frameworks within social learning contexts daily.

97. (A) 3 to 8 years
The National Curriculum Framework for Foundational Stage (NCF-FS) 2022 targets children aged 3 to 8 years. This developmental stage includes three years of early childhood care and education followed by Classes 1 and 2, establishing a continuous learning continuum during the most critical period of early brain development in children.

98. (C) Arthalaya Kosha (Economic development)
NCF-FS 2022 aligns child development with the traditional fivefold Panchakosha framework: Annamaya (physical domain), Pranamaya (life energy/health), Manomaya (emotional/mental), Vijnanamaya (intellectual/cognitive), and Anandamaya (aesthetic/spiritual). Arthalaya Kosha is not a recognized component of this ancient holistic developmental model outlined in the official foundational curriculum framework.

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99. (D) Play-based, activity-based, and inquiry-based learning
NCF-FS 2022 strongly emphasizes play-based, activity-based, and inquiry-based learning as the primary pedagogical approach for young children. Recognizing that early cognitive growth thrives through active engagement, physical manipulation, storytelling, and structured play, this approach avoids rigid formal instruction, abstract drills, and premature written examinations during early childhood education.

100. (C) Shift pedagogy to experiential, play-way methods
To conform with NCF-FS 2022, school leaders must eliminate rigid, passive practices such as prolonged copying from blackboards for young children. The Principal should direct educators to adopt play-way, activity-based, and experiential learning strategies that align with young children's natural curiosity, physical activity needs, and cognitive growth patterns effectively.

101. (B) 5 + 3 + 3 + 4
National Education Policy (NEP) 2020 restructured India's school curriculum framework from the traditional 10+2 system to a 5+3+3+4 design. This structure comprises 5 years of Foundational Stage (ages 3-8), 3 years of Preparatory Stage (ages 8-11), 3 years of Middle Stage (ages 11-14), and 4 years of Secondary Stage (ages 14-18).

102. (B) 3 to 5
Under the NEP 2020 5+3+3+4 structure, the Preparatory Stage covers three years of schooling comprising Classes 3 through 5, catering to children aged 8 to 11. This stage transitions young learners from play-based activities to play, discovery, and activity-based learning alongside interactive classroom learning in fundamental subjects.

103. (D) Trimming curriculum to core essentials to foster critical thinking
NEP 2020 advocates reducing curriculum content across subjects to its core essentials. By eliminating informational overload, the policy creates adequate instructional space for inquiry-based learning, critical thinking, analytical

varied learning speeds, and deeper inquiries. Rigid, static timetables constrain meaningful exploration, making flexible administrative organization necessary to support authentic experiential learning and personalized growth in modern classrooms.

46. (C) Mandated foundational learning experiences shared by all students
A core curriculum represents a mandatory set of essential learning experiences, foundational competencies, and shared knowledge required for all students within an educational system. Regardless of future specialization, this common curricular base ensures that every student acquires fundamental skills, shared civic values, and essential cultural literacy.

47. (B) India's common cultural heritage, egalitarianism, and secularism
National educational policies in India establish a core curriculum featuring essential components such as common cultural heritage, national identity, secularism, democracy, gender equality, and environmental preservation. These mandatory core elements foster national integration, social cohesion, and shared constitutional values among all students across diverse states and territories.

48. (D) Structural functionalism, aiming for social cohesion
Structural functionalism strongly influences core curriculum design by emphasizing the role of education in maintaining social stability, unity, and shared cultural values. By providing standard foundational learning experiences for all students, a core curriculum helps transmit common norms, promote social cohesion, and prepare youth for unified citizenship within society.

49. (A) Occupies a portion of the school day, leaving time for electives
An essential feature of a core curriculum program is that it occupies a mandatory block of time within the daily school schedule, ensuring common learning for all students. The remaining instructional time is reserved for elective courses, specialized subjects, or remediation tailored to individual student interests and career goals.

50. (B) I and III only
Statements I and III accurately describe a core curriculum, as it builds shared civic awareness and addresses fundamental societal themes. Statement II is incorrect because core programs do not eliminate electives; rather, they coexist with optional courses to provide both common foundational learning and individualized subject choices.

51. (A) Philip Jackson
Educational researcher Philip Jackson popularized the term "hidden curriculum" in his influential 1968 book Life in Classrooms. He described how unwritten routines, social expectations, authority structures, and implicit peer interactions socialize students into institutional norms beyond the explicit academic content taught in formal school subjects.

52. (D) Unwritten, informal lessons and values absorbed in school
The hidden curriculum consists of implicit, unwritten lessons, norms, values, and social behaviors that students absorb through school routines, culture, authority structures, and peer dynamics. Unlike the formal written curriculum, these social lessons are communicated indirectly through continuous exposure to the organizational culture of educational institutions.

53. (B) Learning punctuality and obedience through institutional routines
Learning punctuality, obedience, and conformity through daily school bells, schedules, and disciplinary rules illustrates the hidden curriculum. While explicit subject syllabi focus on academic concepts, these implicit institutional habits condition social behavior, respect for authority, and workplace readiness without being stated in formal textbook lesson plans.

54. (D) Hidden curriculum
Implicitly assigning leadership roles to boys while assigning hospitality duties to girls transmits implicit messages regarding gender roles. This scenario reflects a negative aspect of the hidden curriculum, where unexamined institutional practices reinforce societal biases and gender stereotypes without explicit written policy or formal syllabus directives endorsing such discrimination.

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113. (D) The Supreme Court of India (M.C. Mehta case)
Environmental Education became a mandatory component of school curricula across India following a landmark directive by the Supreme Court of India in the M.C. Mehta public interest litigation case. The Court mandated that environmental studies be taught at all educational levels to foster ecological awareness among citizens across the nation.

114. (D) Project-based local environmental audits and conservation activities
The most effective strategy for transacting Environmental Education is experiential and project-based. Engaging students in local environmental audits, waste management drives, tree planting, and community water surveys connects ecological theory with practical action, fostering personal environmental responsibility and active problem-solving skills far better than passive lectures or reading.

115. (A) Both A and R are true and R is the correct explanation of A
Modern policies like NCF 2005 and NEP 2020 eliminate the term 'extra-curricular' because activities like sports, music, debate, and arts are central to student development. Treating these domains as co-curricular or integrated components ensures balanced growth across cognitive, affective, and psychomotor domains within a unified curriculum framework in schools.

116. (C) Debating society
Participating in a debating society represents a co-curricular activity that complements academic study. While subjects like Algebra, History, and Chemistry constitute traditional academic content, co-curricular societies foster critical communication, public speaking, analytical reasoning, and social collaboration, reinforcing overall holistic learning beyond standard textbook syllabi in educational institutions.

117. (D) Balancing instructional time for equitable student participation
A key administrative challenge for school leaders is balancing core academic timetables with co-curricular activities to ensure equitable student participation. Principals must structure school routines so that co-curricular engagement enriches academic growth without reducing essential classroom instruction time or overloading teachers and students with competing schedules daily.

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118. (C) Modifying content, instruction, and assessment for diverse needs
Curriculum adaptation in inclusive classrooms involves modifying instructional materials, teaching strategies, classroom tasks, and assessment methods to accommodate diverse learner needs. Rather than lowering learning standards or segregating Children with Special Needs, adaptation removes barriers, providing equal opportunities for all students to access quality general education curricula in schools.

119. (C) Universal Design for Learning / Accommodation
Providing graphic organizers and audiobooks to support a student with dyslexia while maintaining standard academic content exemplifies an instructional accommodation within Universal Design for Learning. Accommodations alter the format of instructional presentation without lowering performance expectations, allowing students with diverse needs to demonstrate knowledge effectively alongside their peers.

120. (D) Providing tactile models and auditory practical options
Supporting a visually impaired student during science practicals requires adaptive instructional accommodations such as tactile models, braille diagrams, and auditory equipment. This enables the student to perform scientific investigation safely and meaningfully, ensuring full inclusion and participation in core learning experiences rather than exemption or segregation from practical science classes.

121. (B) Universal Design for Learning (UDL)
Universal Design for Learning (UDL) is a curriculum design framework that proactively addresses learner diversity. By incorporating flexible goals, methods, materials, and assessments from the outset, UDL minimizes learning barriers and provides all students with equal opportunities to engage with, comprehend, and demonstrate mastery of concepts in diverse classrooms.

122. (C) Provide a single, standardized assessment method
Providing a single standardized assessment method contradicts the core principles of

preventing curriculum overload and keeping content meaningful for learners in schools.

180. (C) Experiential and Project-Based Learning
An entrepreneurship program where students utilize seed capital, manage business projects, collaborate in teams, and analyze outcomes relies on experiential and project-based learning. This hands-on approach allows learners to acquire practical skills, develop problem-solving capacities, and learn through direct action and reflective practice in real-world contexts.

181. (B) Accommodation changes access, modification changes expectations
In inclusive education, an accommodation changes how a student accesses learning materials without altering learning expectations or content standards. In contrast, a modification changes the actual learning standards or expectations, adjusting the content complexity or depth to match the student's individual learning capacity in inclusive classrooms.

182. (B) Instructional accommodation
Granting extended testing time and providing a quiet environment for a student with ADHD represents an instructional accommodation. These adjustments eliminate environmental and temporal barriers to performance without altering the test content or grading standards, allowing the student to demonstrate knowledge fairly and accurately in examination settings.

183. (B) Jean-Jacques Rousseau
Jean-Jacques Rousseau advocated for education grounded in the child's natural development and environment, articulated famously in his work Emile. He criticized rigid formal schooling, emphasizing negative education, natural learning, and shielding children from artificial societal corruption during early developmental stages within natural environments.

184. (B) Elliot Eisner
Educational theorist Elliot Eisner proposed the artistic and qualitative approach to curriculum evaluation, introducing concepts like educational connoisseurship and educational criticism. Eisner argued that evaluation should capture the qualitative nuances, creative expressions, and lived classroom experiences rather than relying exclusively on quantitative test scores in schools.

185. (C) I, II, and IV only
Statements I, II, and IV correctly identify formative assessment characteristics: it is diagnostic, provides continuous feedback, and guides ongoing instruction. Statement III is incorrect because formative assessment is designed for learning improvement rather than being heavily weighted for end-of-year grade promotion decisions within school systems.

186. (A) Active reflection and action to transform society
Viewing curriculum as praxis, derived from critical pedagogy, defines education as the ongoing interaction of critical reflection and action aimed at transforming society. Rather than accepting passive transmission, learners critically interrogate social conditions, develop critical consciousness, and act to address injustice in their communities through education.

187. (A) Reducing bag weight and stress of overloaded curriculum
The 1993 Yash Pal Committee report, "Learning Without Burden", addressed the problem of curriculum overload, heavy school bags, and examination stress. It recommended shifting away from mechanical memorization toward conceptual understanding, joyful learning, and reducing physical and cognitive burdens imposed on young school children in India.

188. (C) Null curriculum
Omitting a topic from instruction because it carries low examination weight creates a null curriculum. By choosing not to teach "Local Self-Government", the teacher implicitly communicates to students that local governance and civic participation are unimportant, illustrating how structural omissions shape student knowledge and priorities in schools.

189. (B) PARAKH
Under NEP 2020, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) was established as a national assessment center. PARAKH sets standard norms, guidelines, and evaluation benchmarks for student assessment and competency evaluation across all recognized school boards in India effectively.

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instructional interactions, learning tasks, and teacher-student dialogues based on classroom dynamics, student needs, and available teaching resources during actual instruction.

132. (D) 'Of' evaluates past achievement; 'for' guides ongoing instruction
Assessment 'of' learning evaluates student achievement at the conclusion of an instructional period to award grades or certificates. Conversely, assessment 'for' learning is an ongoing formative process that gathers continuous diagnostic evidence during instruction, providing immediate feedback to adapt teaching strategies and guide individual learning improvements continuously.

133. (B) Knowledge is actively constructed through environmental interaction
Constructivist curriculum design is grounded in the epistemological premise that knowledge is actively constructed by learners rather than passively received. Students construct personal meaning through hands-on exploration, cognitive reflection, and social interaction with their environment, building mental models by connecting new experiences with existing cognitive structures continuously.

134. (B) Lev Vygotsky
Developmental psychologist Lev Vygotsky introduced the concept of the Zone of Proximal Development (ZPD). ZPD represents the distance between what a learner can achieve independently and what they can accomplish with guidance from more knowledgeable peers or teachers, providing the theoretical basis for social constructivism and instructional scaffolding in classrooms.

135. (A) Both A and R are true and R is the correct explanation of A
Competency-based education requires flexible instructional pacing because students advance only upon demonstrating mastery of targeted competencies. Because individual learning speeds vary, fixing learning expectations as the constant variable makes instructional time flexible, allowing teachers to adapt pacing to ensure every student achieves comprehensive competency mastery before moving forward.

136. (B) Using art forms as pedagogical tools to teach concepts across subjects
Art-Integrated Learning uses visual and performing arts as creative pedagogical tools to teach concepts across core academic subjects. Integrating arts into subjects like science, mathematics, and language deepens conceptual understanding, enhances creative expression, makes learning joyful, and accommodates diverse learning modalities aligned with NEP 2020 guidelines effectively.

137. (D) Extended student investigation of authentic, complex problems
Project-Based Learning (PBL) engages students in extended, inquiry-driven investigation of real-world challenges or complex questions. Working collaboratively over sustained periods, students conduct research, design solutions, synthesize data, and present final products, fostering critical thinking, self-direction, and practical application of interdisciplinary knowledge in authentic school settings.

138. (A) Paulo Freire
Critical theorist Paulo Freire critiqued the "banking concept of education" in his landmark work Pedagogy of the Oppressed. He condemned traditional approaches that treat students as passive, empty receptacles into which teachers deposit knowledge, advocating instead for problem-posing dialogue that empowers learners to think critically and transform society.

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139. (B) Matching assessment tools to target content topics and cognitive levels
A Table of Specifications, or evaluation blueprint, is a planning matrix used in assessment design. It aligns assessment items with specific subject topics and cognitive domains—such as Bloom's taxonomy levels—ensuring test validity, balanced content sampling, and accurate measurement of targeted learning outcomes across academic curricula.

140. (B) Integrating vocational education, coding, and local crafts
To improve engagement and reduce adolescent dropout rates under NEP 2020, integrating vocational skills, coding, and regional crafts provides practical relevance. Hands-on skill development connects school instruction directly to employment pathways, engaging students through applied learning experiences that build

education integration targeting the affective domain. It prioritizes emotional growth, ethical attitudes, and active citizenship over cognitive recall, aiming to nurture socially responsible individuals within public school systems.

161. (A) High student-teacher ratios and rigid board exam systems
Implementing learner-centered curricula in India faces major operational barriers including high student-teacher ratios, overcrowded classrooms, and rigid, examination-driven evaluation systems. These systemic constraints make individualized instruction, flexible pacing, and active experiential learning difficult for teachers to execute consistently across public schools.

162. (B) Continuously evaluating scholastic and co-scholastic growth
Continuous and Comprehensive Evaluation (CCE) aimed to evaluate all aspects of student development continuously throughout the academic year. By assessing both scholastic content and co-scholastic domains—such as life skills, attitudes, and arts—CCE sought to reduce examination anxiety and foster holistic growth in learners across schools.

163. (C) Actual execution and delivery of the curriculum in class
Curriculum transaction refers to the actual delivery, execution, and classroom operationalization of planned learning experiences. It encompasses pedagogical methods, instructional interactions, teacher-student communication, learning resources, and classroom activities through which written curricular objectives are converted into active learning reality during daily instruction.

164. (B) Balancing time and emphasis across cognitive, affective, and psychomotor domains
The principle of balance in curriculum development requires distributing instructional time, emphasis, and resources appropriately across cognitive, affective, and psychomotor domains. This ensures that academic knowledge, physical skills, and social-emotional development receive harmonious attention, preventing overemphasis on factual testing at the expense of holistic development in students.

165. (A) Use primary sources, role-plays, debates, and analytical questions
To align history instruction with constructivist principles, teachers should replace passive lectures with active inquiry methods. Utilizing primary sources, historical role-plays, debates, and analytical questioning encourages students to critically evaluate historical events, construct their own interpretations, and develop deeper historical comprehension in classroom activities.

166. (A) The World Health Organization and UNICEF
Life skills education—focusing on critical thinking, problem-solving, empathy, stress management, and decision-making—is promoted extensively by international bodies like WHO and UNICEF. These organizations advocate embedding life skills into curricula to foster psychosocial competence, emotional resilience, and healthy adaptive behavior among adolescents worldwide in schools.

167. (B) Harmonizing best elements from various educational philosophies
An eclectic approach to curriculum development combines and harmonizes effective ideas, principles, and practices from diverse educational philosophies such as idealism, naturalism, pragmatism, and constructivism. This flexible synthesis ensures a balanced educational program that meets complex, multifaceted student needs and contemporary societal demands in modern schooling.

168. (B) Social Reconstructionist Curriculum
A social reconstructionist curriculum explicitly focuses on addressing social inequities, economic injustice, and cultural power imbalances. Viewing education as an instrument for social reform, it encourages students to critically analyze societal problems, challenge discriminatory structures, and actively participate in creating a more equitable society through education.

169. (B) Match between assessments, curriculum, and instruction
In educational measurement, curriculum alignment defines the degree of congruence between learning goals, classroom instructional practices, and assessment instruments. Strong alignment ensures that assessments accurately measure what was actually taught and intended, providing valid indicators of student achievement

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objectives have been accomplished successfully during classroom instruction within schools.

151. (C) Curriculum compacting and enrichment opportunities
Developing curriculum for gifted students requires curriculum compacting and enrichment. Compacting streamlines or eliminates mastered content to prevent boredom, while enrichment offers complex, open-ended, and interdisciplinary tasks that challenge advanced cognitive abilities, encouraging deep intellectual exploration and creative thinking within differentiated classroom environments.

152. (B) Skipping known content to provide challenging material
Curriculum compacting is an instructional technique that assesses students' prior mastery of target skills to eliminate already mastered material. This frees up instructional time, allowing gifted or high-achieving learners to engage in advanced, challenging enrichment tasks or independent research projects suited to their learning pace in schools.

153. (C) Hidden curriculum
Uncovering and challenging gender stereotypes depicted in learning materials involves engaging with the hidden curriculum. While textbooks may present explicit academic content, implicit portrayals of gender roles socialize students indirectly. Critically addressing these representations helps counteract unwritten biases and promotes egalitarian values in classroom interactions daily.

154. (B) Identifying gaps between current student status and educational goals
A needs assessment systematically identifies gaps between current student capabilities and desired educational goals. By evaluating baseline knowledge, societal requirements, and learning deficits, curriculum planners establish data-driven priorities, ensuring that revised educational programs target verified learning needs effectively during curriculum development processes.

155. (A) Both A and R are true and R is the correct explanation of A
A structural tension exists between differentiated instruction and standardized testing. Differentiated instruction customizes learning experiences to individual student readiness and interests, whereas standardized testing demands uniform performance on identical assessments, creating systemic challenges for educators attempting to balance personalized learning with standardized accountability measures in schools.

156. (A) Lee Shulman
Educational researcher Lee Shulman introduced the concept of Pedagogical Content Knowledge (PCK) in 1986. PCK describes the specialized knowledge teachers possess to blend discipline content with effective pedagogical strategies, transforming complex subject matter into forms that are contextually understandable for diverse learners in classroom settings.

157. (C) Intersecting subject and teaching knowledge to make content accessible
Pedagogical Content Knowledge (PCK) represents the intersection of subject-matter expertise and pedagogical skill. It includes knowing how to represent concepts, address common misconceptions, select analogies, and adapt explanations, making specific domain knowledge accessible and comprehensible to learners of varying backgrounds and abilities in school environments.

158. (B) Setting Objectives and Evaluation
Bloom's Taxonomy of Educational Objectives is extensively utilized when formulating learning objectives and designing evaluation tools. It categorizes cognitive processing levels—from basic recall to creating—helping curriculum designers formulate balanced learning objectives and align assessments across varying cognitive complexities in school curricula.

159. (C) Creating
In the revised Bloom's Taxonomy formulated by Anderson and Krathwohl, "Creating" represents the highest cognitive level. It involves synthesizing elements to form a functional whole, generating new ideas, or producing original work, surpassing evaluating, analyzing, applying, understanding, and remembering in cognitive complexity within educational objectives.

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160. (A) Value-education integration focused on the affective domain
Introducing a curriculum focused on constitutional values, civic duties, and patriotism through reflective activities represents value-

Universal Design for Learning (UDL). UDL relies on three core principles: multiple means of engagement, multiple means of representation, and multiple means of action and expression, ensuring flexible evaluation options that accommodate diverse student capabilities and learning styles effectively.

123. (D) Student readiness, interests, and learning profiles
Differentiated curriculum practices require teachers to adjust instructional content, learning processes, and product demonstrations according to students' readiness levels, personal interests, and learning profiles. This approach recognizes that learners process information differently, ensuring that every student experiences appropriately challenging, accessible, and meaningful learning activities in inclusive classroom settings.

124. (B) Providing deeper, interdisciplinary learning experiences
Curriculum enrichment for gifted learners involves broadening and deepening instructional concepts beyond standard grade-level expectations. Instead of speeding through textbook topics or giving repetitive drill work, enrichment provides advanced investigation, open-ended problem-solving, and interdisciplinary connections that stimulate high-level critical thinking and creative inquiry in academic settings.

125. (D) Conduct workshops on inquiry-based and experiential pedagogy
To transition away from passive dictation methods toward NEP 2020 principles, school leaders should conduct professional development workshops focusing on inquiry-based and experiential learning. Training educators in active instructional strategies empowers them to redesign classroom practices, foster student engagement, and build conceptual comprehension effectively and constructively in daily teaching.

126. (B) Fused or Broad-fields Curriculum
The broad-fields or fused curriculum design integrates closely related traditional subjects into a single combined discipline, such as combining History, Geography, and Civics into Social Studies. This design addresses knowledge fragmentation, helping students comprehend interrelationships between related concepts while maintaining structured academic organization across disciplines within primary and secondary education.

127. (D) Alignment between objectives, instruction, and assessment
Curriculum alignment refers to the systematic connection between learning objectives, instructional strategies, and assessment measures. Ensuring alignment guarantees that classroom teaching directly targets established learning goals, and that assessments evaluate precisely what was taught, maximizing overall learning efficiency and validly measuring student progress in educational institutions.

128. (A) Excessive content volume exceeding available instructional time
Curriculum overload occurs when the total volume of academic content, topics, and formal textbook requirements exceeds available instructional time. This condition forces teachers to rely on hasty lectures and passive coverage, resulting in superficial rote learning and student fatigue rather than deep conceptual understanding during school hours.

129. (D) Enable critical thinking, inquiry, and analysis-based learning
NEP 2020 emphasizes trimming curriculum to core essentials so that instructional time can shift from passive content coverage to critical thinking, active inquiry, and analytical learning. Reducing information load enables students to engage in deep discussion, hands-on activities, and practical problem-solving across all subject domains in classrooms.

130. (D) I, II, and III
Explicit, hidden, and null curriculum elements all influence student values, attitudes, and socialization. Explicit curricula teach formal knowledge, hidden curricula model social behaviors and institutional culture, while null curricula implicitly signal societal priorities by what is omitted, together shaping a learner's comprehensive social identity and worldview in school settings.

131. (B) The curriculum delivered and experienced in the classroom
The enacted curriculum represents the real-time operational delivery of learning experiences inside the classroom. It reflects how educators interpret and translate written syllabus guidelines into live

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and curriculum program effectiveness within educational systems.

170. (A) I and II only
Statements I and II correctly describe curriculum leadership roles, including resourcing teachers and observing classroom instruction to ensure quality. Statement III is incorrect because principals must actively monitor, support, and guide instructional practices rather than completely avoiding involvement in classroom teaching within their schools.

171. (B) Behaviorism
Programmed instruction and drill-and-practice applications are rooted in behaviorist learning theory, particularly B.F. Skinner's operant conditioning. These methods break learning into small sequential steps, provide immediate reinforcement for correct answers, and utilize repetitive practice to establish desired behavioral responses and master basic skills systematically.

172. (C) Developing mathematical thinking, reasoning, and problem-solving skills
According to NCF 2005, the primary goal of mathematics education is "mathematization" of the child's thought processes. Rather than focusing on mechanical formula memorization or quick mental calculation tricks, mathematics instruction should build logical reasoning, spatial thinking, problem-solving strategies, and quantitative confidence in every student.

173. (B) Using sports to teach academic concepts, teamwork, and resilience
Sports-Integrated Learning incorporates physical sports, games, and movement into academic subjects. This pedagogical strategy uses physical activities to teach abstract academic concepts, enhance physical fitness, cultivate resilience, and develop social skills like teamwork and collaboration, promoting holistic child development within active school environments.

174. (C) Promoting rampant industrialization over ecological balance
Promoting uncontrolled industrialization over ecological balance contradicts the core objectives of Environmental Education. Environmental Education seeks to cultivate ecological awareness, foster environmental stewardship, promote sustainable resource usage, and empower students to take proactive measures to protect local and global ecosystems within modern societies.

175. (A) Both A and R are true and R is the correct explanation of A
Inclusive education necessitates flexible curricula because students possess varying cognitive abilities, sensory needs, and learning preferences. Rigid, standardized instructional approaches fail to accommodate individual learning differences, whereas flexible curricular adaptation ensures that all learners access meaningful learning experiences in inclusive classrooms continuously.

176. (B) Thematic units
Delivering an integrated curriculum is accomplished most effectively through thematic units. Thematic planning connects concepts from multiple subjects—such as science, literature, and social studies—around a central unifying theme, helping students understand interdisciplinary relationships and apply holistic understanding to complex topics in classroom settings.

177. (B) Aligning standards, instruction, and exams to prevent gaps
Curriculum mapping software assists school administrators by tracking taught standards, instructional timing, and assessments across all grade levels. It allows leadership to identify content gaps, eliminate unnecessary subject repetitions, and ensure vertical and horizontal alignment throughout the school's instructional program effectively and systematically.

178. (B) Promoting personal growth, self-actualization, and emotional well-being
Grounded in humanistic psychology, a humanistic curriculum prioritizes individual student personal growth, self-actualization, self-esteem, and emotional well-being. It focuses on learner feelings, values, and choices, creating supportive, empathetic educational environments where students feel valued and motivated to achieve their full potential in schools.

179. (B) Curriculum Development and Content Pruning
Removing outdated or redundant chapters from a subject syllabus is an exercise in content pruning and curriculum development. Continuous curricular updating ensures that instructional materials remain relevant, accurate, and aligned with contemporary academic standards,

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evaluations to track individual developmental growth comprehensively in schools.

200. (B) Developing critical, responsible, contributing individuals

In a democratic society, the ultimate goal of an educational curriculum is to nurture critical, ethical, responsible, and active citizens. Rather than producing compliant conformists, democratic curricula foster independent thinking, social responsibility, constitutional values, and civic participation, enabling individuals to contribute meaningfully to societal progress continuously within public educational institutions.

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190. (C) I and II only
Statements I and II correctly outline NEP 2020 vocational education reforms, including exposure to vocations for all students starting from Class 6 with a 10-day bagless internship period. Statement III is incorrect because vocational education is intended for all students, avoiding track segregation or academic failure stigmas in schools.

191. (A) Assessment measures what it is intended to measure
In curriculum evaluation and testing, validity indicates the extent to which an assessment tool accurately measures the specific learning outcomes, skills, or knowledge domain it was designed to measure. High validity ensures that assessment results provide meaningful, trustworthy interpretations regarding student achievement and instructional success in schools.

192. (B) Needs Assessment and Situational Analysis
Surveying alumni, parents, and industry experts to compare current student proficiency with societal and workforce requirements represents a needs assessment and situational analysis. This diagnostic phase identifies skill gaps and educational needs, providing essential data to revise learning objectives, update syllabi, and align school programs effectively.

193. (B) Experience-centered, activity-based, and dynamic
Pragmatic educational philosophy, championed by John Dewey, supports an experience-centered, activity-based, and dynamic curriculum. Pragmatism asserts that truth and knowledge evolve through active experimentation and real-world problem-solving, rejecting static, purely theoretical instruction in favor of flexible, practical, and child-centered learning experiences in classrooms.

194. (B) Purposeful activities driven by student interests
An activity curriculum organizes the teaching-learning process around purposeful, hands-on activities that emerge from student interests and developmental needs. Knowledge is acquired through active exploration, problem-solving, and practical project execution rather than passive listening, memorization, or textbook-centered direct instruction within classroom settings.

195. (A) Both A and R are true and R is the correct explanation of A
Integrating action research into curriculum design empowers teachers to systematically investigate immediate instructional challenges within their own classrooms. Because action research provides evidence-based, localized solutions, it enables educators to refine pedagogical strategies continuously, enhancing overall curriculum execution and student learning outcomes effectively in schools.

196. (B) Open or Learner-directed Curriculum
An open or learner-directed curriculum grants students autonomy to select study topics, learning strategies, and assessment formats based on personal interests. Common in democratic and alternative educational models, this framework fosters intrinsic motivation, self-directed learning, and personal responsibility while shifting the teacher's role to a supportive facilitator in schools.

197. (A) Temporary support helping a learner achieve tasks
Scaffolding refers to temporary instructional support provided by teachers or peers to help a student master tasks within their Zone of Proximal Development. As the learner gains competence and confidence, this support is gradually faded, encouraging independent problem-solving and higher-level cognitive self-regulation during classroom instruction.

198. (B) Culturally Responsive Pedagogy
Culturally Responsive Pedagogy embeds students' diverse cultural backgrounds, local experiences, and community knowledge into the curriculum. By validating learners' lived experiences, teachers make academic concepts meaningful and accessible, fostering inclusive classrooms that promote academic achievement and identity affirmation for marginalized and first-generation students in public schools.

199. (B) A 360-degree card reflecting progress across domains
The Holistic Progress Card (HPC) introduced by NEP 2020 transforms assessment from single marks-based reporting to a 360-degree, multidimensional evaluation. HPC captures student progress across cognitive, affective, and psychomotor domains, incorporating self-assessment, peer feedback, and teacher

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self-efficacy and real-world competence across diverse student populations.

141. (B) Identifying gaps, redundancies, and misalignments across grade levels
Curriculum mapping is an administrative procedure used to document and analyze taught content, skills, and assessments across grade levels. By mapping instruction vertically and horizontally, educators identify learning gaps, eliminate unnecessary subject redundancies, and ensure smooth, coherent alignment throughout the whole educational system in modern schools.

142. (C) Integrating ECCE seamlessly with Classes 1 and 2
A defining feature of the Foundational Stage under NEP 2020 is the seamless integration of Early Childhood Care and Education (ECCE) for ages 3 to 6 with Classes 1 and 2 for ages 6 to 8. This creates a unified 5-year play and discovery-based learning continuum in primary education.

143. (C) Recognized and integrated into the school curriculum
NCF 2005 emphasizes that local knowledge, indigenous crafts, and traditional community skills must be recognized and integrated into the school curriculum. Valuing community expertise enriches learning, validates students' cultural backgrounds, and bridges the artificial gap between formal textbook instruction and authentic community living in diverse educational settings.

144. (A) Experiencing, reflecting, conceptualizing, and experimenting
Experiential learning, based on David Kolb's cycle, involves four sequential stages: concrete experiencing, reflective observation, abstract conceptualization, and active experimentation. Learners engage directly in an activity, reflect on the experience, formulate abstract concepts, and apply their findings to new situations, constructing deep, practical knowledge during classroom instruction.

145. (A) I and III only
Statements I and III are correct because ICT transforms classrooms into learner-centric environments and enables personalized learning paths. Statement II is incorrect as ICT applies across all subjects, and Statement IV is incorrect because technology enhances rather than replaces the essential pedagogical and emotional role of the classroom teacher.

146. (A) Theme-based/Thematic curriculum
A thematic curriculum organizes learning around broad socio-economic, cultural, or interdisciplinary themes rather than isolated academic disciplines. By exploring concepts through central themes like climate or community, students discover meaningful connections across subject boundaries, fostering comprehensive understanding and real-world problem-solving capabilities in modern schools.

147. (B) Process skills and critical thinking
A curriculum focusing on teaching "how to think" rather than "what to think" prioritizes cognitive process skills, inquiry, and critical thinking. Instead of demanding memorization of static facts, this approach develops analytical reasoning, information evaluation, and creative problem-solving abilities needed for lifelong learning in an evolving society.

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148. (B) Providing a structured path towards educational objectives
The phrase viewing curriculum as a racecourse signifies providing a structured, guided pathway toward specific educational goals and learning outcomes. It emphasizes an organized educational journey where students gain knowledge, develop competencies, and achieve developmental milestones under structured institutional guidance and pedagogical support in school environments.

149. (B) Null Curriculum - The curriculum that is implicitly taught through school rules
Option B presents an incorrect definition because implicitly teaching values through rules defines the hidden curriculum. The null curriculum refers explicitly to content, perspectives, and skills that are left out or excluded from formal instruction, signaling to students what society considers unimportant or non-essential in academic study.

150. (A) II, I, III, IV
Ralph Tyler's curriculum development model follows a four-step linear sequence: identifying educational objectives (II), selecting relevant learning experiences (I), organizing learning experiences effectively (III), and evaluating educational outcomes (IV) to assess whether

CHAPTER 05
Instructional Aids and Educational Technology

1. Which of the following best defines the primary educational purpose of instructional aids in a classroom?
(A) To replace the classroom teacher completely by delivering automated instruction
(B) To facilitate teaching and learning by providing sensory experiences
(C) To entertain passive students and offer breaks from academic rigor
(D) To serve as a complete replacement for standard textbook assessments

2. In the Cone of Experience model of learning, which of the following instructional approaches provides the most direct and concrete learning experience?
(A) Participating in a contrived experience
(B) Watching a dynamic educational video in class
(C) Viewing a structured demonstration by the teacher
(D) Listening carefully to an audio radio broadcast

3. In the context of instructional design, what is the most critical criterion for selecting a teaching aid?
(A) The overall visual and aesthetic appeal of the aid
(B) The level of technological complexity of the aid
(C) Alignment with specific instructional objectives
(D) The overall cost-effectiveness of the material

4. Which psychological principle primarily underpins the effectiveness of using multisensory instructional aids?
(A) Principle of classical conditioning
(B) Principle of cognitive overload
(C) Theory of psychosocial development
(D) Dual-coding theory

5. Consider the following statements regarding the importance of instructional aids:
I. They help in clarifying abstract concepts by providing concrete representations.
II. They increase the cognitive load on students, thereby testing their memory limits.
III. They cater to individual differences by addressing various learning styles.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

6. A Principal observes that a teacher frequently uses highly complex 3D models for simple concepts, which often distracts the students from the core lesson. What feedback should the Principal provide regarding the use of instructional aids?
(A) Instructional aids should always be as technologically advanced as possible to maintain high student interest.
(B) Instructional aids must remain simple and directly relevant to the lesson objective.
(C) Complex visual models should strictly be reserved for high-stakes summative classroom assessments.
(D) Traditional non-projected aids should completely replace three-dimensional models across all lessons.

7. Which of the following is a limitation of over-relying on instructional aids in the classroom?
(A) It significantly impairs and reduces the long-term knowledge retention capacity of students.
(B) It completely prevents the effective integration of experiential learning in the classroom.
(C) It inherently violates fundamental principles and practices of inclusive education.

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(B) Fixed schedules and synchronous formal examinations
(C) Portability, ubiquity, and learning on-the-go
(D) Extensive physical printing of materials

84. Which of the following pedagogical concepts is most naturally supported by m-learning?
(A) Macro-lecturing
(B) Traditional semester-long laboratory work
(C) Manual drafting of architectural designs
(D) Microlearning (bite-sized learning)

85. Consider the following statements regarding Mobile learning (m-learning):
I. It enables contextual learning by utilizing mobile device sensors like GPS and cameras.
II. It guarantees high levels of student concentration without any distractions.
III. It facilitates "Just-in-Time" learning for students.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

86. The concept of BYOD in the context of m-learning and modern school policies stands for:
(A) Build Your Own Data
(B) Bring Your Own Device
(C) Broaden Your Online Dimension
(D) Basic Youth Online Development

87. In the context of educational technology, how does Augmented Reality (AR) fundamentally differ from Virtual Reality (VR)?
(A) AR creates a fully synthetic artificial world, whereas VR simply overlays text onto physical objects.
(B) AR requires a full headset setup, whereas VR content can only be viewed on printed physical paper sheets.
(C) AR is strictly an audio-only media technology, whereas VR functions purely as a visual projection system.
(D) AR overlays digital elements on reality; VR immerses users in simulated worlds.

88. Read the given statements regarding Virtual Reality (VR) in education and select the correct option.
Assertion (A): Virtual Reality (VR) is an excellent tool for allowing students to safely conduct dangerous chemistry experiments or explore historical sites.
Reason (R): VR provides a highly immersive simulated environment where experiential learning can occur without physical risks or travel costs.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

89. A teacher uses an application where students point their tablet cameras at a 2D map in a textbook, and a 3D topographical model pops up on the screen. This is an application of:
(A) Virtual Reality
(B) E-learning
(C) Augmented Reality
(D) Non-projected visual aid

90. Which of the following is a significant barrier to the widespread integration of VR technology in standard government school classrooms?
(A) High hardware and maintenance costs
(B) It significantly decreases overall student engagement and classroom interaction during lessons
(C) It relies entirely on passive rote memorization rather than active conceptual understanding
(D) It is explicitly prohibited by educational policy guidelines

91. Educational apps designed for formative assessment, such as Kahoot! or Quizizz, primarily rely on which psychological mechanism to boost student engagement?
(A) Negative reinforcement
(B) Classical conditioning
(C) Aversive punishment
(D) Gamification

92. A Principal receives a request from a teacher to mandate the purchase of a proprietary, high-cost educational app by all students. Given the principles of equity in government schools, what is the most appropriate action for the Principal?
(A) Approve the request immediately on the administrative grounds that adopting commercial technology enhances school reputation.
(B) Direct the teacher to explore free OER tools

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(C) Show the chronological sequence of historical events and milestones
(D) Compare the numerical values of different statistical variables

18. Which type of visual aid relies on a series of pictures or information panels sequenced on a continuous strip, manually turned by the teacher to tell a story or explain a process?
(A) Flip chart
(B) Flashcards
(C) Strip tease chart
(D) Diorama

19. A teacher uses a globe in a geography class. Under which classification of visual aids does a globe fall?
(A) Two-dimensional graphic aid
(B) Projected visual aid
(C) Three-dimensional model
(D) Pictorial display board

20. Which of the following represents a non-projected, two-dimensional visual aid used primarily to summarize information systematically?
(A) Overhead transparency
(B) Slide projection
(C) Working model
(D) Tabular chart

21. When designing a visual aid like a poster for classroom instruction, what does the principle of "legibility" refer to?
(A) The visually appealing, harmonious aesthetic combination of vibrant background colors
(B) The academic depth and theoretical accuracy of the subject content presented on the board
(C) The ease of reading text and images clearly from a distance
(D) The integration and direct display of authentic, tangible real-life physical objects

22. A science teacher wants to show the internal structure of a human heart but cannot procure a real specimen. Which type of visual aid should the Principal suggest as the most effective three-dimensional alternative?
(A) A detailed topographical contour map
(B) A cross-sectional anatomical model
(C) A comprehensive genealogical chart
(D) A chronological process sequence chart

23. Audio-visual aids are deemed superior to purely audio or purely visual aids in complex learning scenarios primarily because they:
(A) Are universally and exclusively projected using advanced digital equipment
(B) Completely eliminate the necessity for active live teacher intervention in class
(C) Require significantly less lesson preparation time compared to traditional aids
(D) Engage multiple sensory channels simultaneously to enhance learning

24. Which of the following is a classic example of a traditional audio-visual aid?
(A) Educational television broadcast
(B) Traditional classroom writing chalkboard
(C) Sequential silent visual film strip
(D) Interactive felt-covered flannel board

25. Consider the following statements about audio-visual aids:
I. They help in capturing and sustaining learner attention.
II. They are invariably expensive and require complex infrastructure.
III. They can bring historical events or inaccessible places into the classroom.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

26. In the Cognitive Theory of Multimedia Learning, what does the "Modality Principle" suggest for the use of audio-visual aids?
(A) People learn better from graphics and narration than graphics and printed text.
(B) People learn significantly better when all extraneous words, unnecessary pictures, and sounds are completely excluded.
(C) People learn more effectively when corresponding words and pictures are presented successively rather than simultaneously.
(D) People learn much better when instructional content is delivered in a formal tone rather than a conversational voice.

27. Educational documentaries used in history classes are best classified as:
(A) Interactive digital tools
(B) Static visual aids

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III. They are completely obsolete and have no pedagogical value in modern schools.

Which of the statements given above is/are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

46. Which of the following is a non-projected visual aid that relies on the principle of adhesion (friction) between two similar rough surfaces?

(A) Magnetic board
(B) Chalkboard
(C) Bulletin board
(D) Flannel board

47. Flashcards are most effectively used for which instructional purpose?

(A) Rapid drill and practice for basic vocabulary or math facts
(B) Delivering a comprehensive 40-minute detailed lecture on a major historical event
(C) Demonstrating a complex, multi-step laboratory scientific experiment to students
(D) Displaying continuous, highly detailed textual information across multiple paragraphs

48. Read the given statements regarding flashcards and select the correct option.

Assertion (A): Flashcards should ideally contain large amounts of text to maximize learning in a short time.

Reason (R): Flashcards are non-projected aids meant for quick visual recognition and rapid response.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

49. A "Bulletin Board" in a classroom is primarily utilized for:

(A) Delivering direct daily step-by-step chalk-and-talk instruction on complex mathematical formulas
(B) Displaying student work and thematic visual materials
(C) Projecting high-resolution transparent photographic slides during formal instructional lectures
(D) Conducting real-time interactive formative assessments to grade daily learning outcomes

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50. Which non-projected aid is characterized by a three-dimensional scene with modeled figures against a painted background?

(A) Diorama
(B) Mobile
(C) Flashcard
(D) Flip chart

51. The integration of Information and Communication Technology (ICT) in education fundamentally shifts the pedagogical paradigm from:

(A) Highly interactive learner-centered instruction to traditional teacher-centered lectures
(B) Ongoing formative diagnostic assessment to purely high-stakes terminal summative evaluation
(C) Teacher transmission to student knowledge construction
(D) Peer-based collaborative learning environments to isolated individual rote memorization tasks

52. A newly appointed Principal discovers that teachers are using smartboards merely as projector screens to display static textbook pages, without using any interactive features. What is the most appropriate administrative action to address this?

(A) Permanently remove smartboards from all classrooms to prevent electrical waste and hardware damage.
(B) Immediately issue formal show-cause notices to all teachers for failing to utilize government property.
(C) Direct all teaching staff to immediately revert to using traditional non-digital chalkboards exclusively.
(D) Hold a workshop on ICT tools and pedagogical integration.

53. In the context of ICT integration, what does "Synchronous Learning" mean?

(A) Learners access structured digital study materials asynchronously at different times based on convenience.
(B) Learning activities are strictly dependent on traditional printed textbooks without internet connectivity.
(C) Learning occurs in real-time with live

37. When evaluating a textbook for selection as a teaching aid, which criterion falls under "physical characteristics"?
(A) Accuracy of the subject matter
(B) Sequencing of the chapters
(C) Quality of paper and binding
(D) Relevance to the prescribed syllabus

38. A Principal forms a committee to select a new mathematics textbook. The committee recommends a book that has excellent binding and colorful pictures but lacks sufficient practice problems and does not align with the recent pedagogical shifts outlined in modern curriculum frameworks. As a Principal, what is the most appropriate decision?
(A) Approve the book on the grounds that superior physical binding durability significantly conserves long-term school funds.
(B) Reject the book because alignment with curriculum frameworks and pedagogy is paramount.
(C) Approve the book while formally requiring teachers to independently create all supplementary practice exercises for every chapter.
(D) Reject the book under the assumption that colorful illustrations inevitably serve as cognitive distractions in mathematics.

39. Which of the following is a potential disadvantage of rigid adherence to textbooks as the sole teaching aid?
(A) It effectively provides a well-organized and highly logical structural sequence to the prescribed curriculum.
(B) It guarantees absolute uniformity and standardization of instructional content delivered across different classroom sections.
(C) It serves as a permanent, reliable physical record of all foundational study materials required for student revision.
(D) It restricts the scope for experiential learning.

40. In textbook evaluation, the "Vogel's Spot Check Method" is primarily used to assess:
(A) Text readability and grade appropriateness
(B) The physical weight and portability dimensions of the published book
(C) The legal copyright documentation and official publication date details
(D) The operational cost-effectiveness of the commercial printing press used

41. What is the primary purpose of a "Teacher's Manual" or "Teacher's Guide" that accompanies a textbook?
(A) To provide students with comprehensive answer keys to all independent workbook practice exercises
(B) To serve as an automated substitute instructional plan when the regular teacher is absent
(C) To suggest teaching strategies, lesson plans, and activities
(D) To serve as an official administrative register for tracking daily classroom attendance of students

42. Which projected aid uses transparent acetate sheets on which a teacher can write or draw while facing the class?
(A) Overhead Projector (OHP)
(B) High-resolution Epidiascope
(C) Standard 35mm Slide Projector
(D) Continuous Filmstrip Projector

43. What is the unique function of an Epidiascope (or opaque projector)?
(A) It projects digital high-definition images directly from external desktop or laptop computer files.
(B) It is engineered exclusively to project transparent photographic slides onto a specialized reflective screen.
(C) It projects high-quality moving video images accompanied by integrated synchronized stereo audio playback.
(D) It projects both transparent slides and opaque print materials.

44. In the context of projected aids, a "Slide Projector" typically requires the classroom environment to be:
(A) Fully illuminated with bright ambient direct sunlight throughout the session
(B) Darkened for optimal image clarity on screen
(C) Equipped with high-fidelity acoustic surround sound amplification systems
(D) Constructed to be completely soundproofed against external corridor noise

45. Consider the following statements regarding projected aids:
I. They generally allow for the magnification of small texts or images for a large audience.
II. They require an uninterrupted power supply to function.

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(D) It may lead to teacher passivity during the instructional transaction.

8. Read the given statements regarding instructional aids and select the correct option.
Assertion (A): Instructional aids are not a substitute for effective teaching strategies.
Reason (R): Instructional aids only supplement the teaching process and require pedagogical mediation by the teacher.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

9. In the classification of teaching aids, which of the following is strictly categorized as an audio aid?
(A) A silent black-and-white motion picture
(B) A visual felt or flannel board
(C) An educational audio podcast
(D) A three-dimensional mock-up model

10. Educational radio broadcasts are highly effective for which of the following pedagogical purposes?
(A) Reaching large, geographically dispersed audiences efficiently
(B) Demonstrating physical and complex psychomotor skills effectively
(C) Providing immediate, interactive feedback to individual learners
(D) Conducting detailed visual analysis of geographical maps in class

11. Which of the following audio aids involves a structured, recorded discussion available for asynchronous downloading and listening?
(A) Public Address System
(B) Live Radio Broadcast
(C) Language Laboratory Console
(D) Educational Podcast

12. A language teacher wants to improve the pronunciation and phonetic skills of her students using an individualized audio setup where students can listen to native speakers, record their own voices, and compare them. As a Principal, which of the following facility requirements would you approve?
(A) Establishing an interactive whiteboard system
(B) Setting up a digital language laboratory
(C) Procuring a standard public address system
(D) Installing an epidiascope in the classroom

13. Which of the following is an inherent limitation of using only audio aids in a classroom?
(A) They are significantly more expensive to acquire and maintain than audio-visual aids.
(B) They completely fail to accommodate the learning needs of visually impaired students.
(C) They lack visual stimuli needed to explain complex spatial concepts.
(D) They strictly require continuous high-speed internet connectivity in all settings.

14. What is the primary function of a "Language Lab" as an audio-based instructional facility?
(A) To facilitate collaborative and interdisciplinary project-based learning activities
(B) To serve as a comprehensive physical repository for printed linguistic materials
(C) To broadcast routine administrative and school-wide announcements to all classes
(D) To provide audio-lingual practice for listening and speaking skills

15. Consider the following statements regarding audio teaching aids:
I. They are highly effective for developing auditory discrimination skills.
II. They require active listening and sustained concentration from the learners.
III. They are universally sufficient for teaching complex mathematical derivations.
IV. They can be effectively integrated into language teaching.
Which of the statements given above are correct?
(A) I, II and III only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

16. Which of the following visual aids represents quantitative data using lines, bars, or proportional slices to illustrate relationships?
(A) Diagram
(B) Graph
(C) Chart
(D) Map

17. A "Flow Chart" is most appropriately used in the classroom to:
(A) Display detailed geographical boundaries and regional features
(B) Illustrate a step-by-step process or structure

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teacher-student interaction.
(D) Learning sessions where all continuous academic assessments are evaluated manually on paper worksheets.

54. Which of the following is an example of an asynchronous ICT tool used in education?
(A) A synchronous live interactive video conference conducted via Zoom
(B) A pre-recorded digital lecture uploaded to an LMS
(C) An interactive live virtual webinar featuring real-time polling
(D) A real-time text-based chat room discussion during class

55. Consider the following statements regarding the use of ICT tools in the classroom:
I. They can cater to diverse learning styles through multimedia integration.
II. They ensure automatic improvement in student learning outcomes regardless of pedagogy.
III. They facilitate access to a vast repository of global educational resources.
IV. They provide opportunities for collaborative learning beyond the physical classroom.
Which of the statements given above are correct?
(A) I, II and III only
(B) I, III and IV only
(C) II, III and IV only
(D) I, II, III and IV

56. The TPACK framework is highly relevant for integrating ICT in classrooms. What does TPACK stand for?
(A) Technological Pedagogical and Content Knowledge
(B) Teacher Performance Evaluation and Core Knowledge
(C) Technology Programming Systems and Curriculum Knowledge
(D) Teaching Process Framework and Computer Knowledge

57. Which feature of an Interactive Whiteboard (IWB) distinguishes it most significantly from a standard digital projector?
(A) The hardware capability to project vibrant high-definition full-color visual images onto a screen
(B) The operational feature enabling seamless display of moving full-motion video clips with sound
(C) The ability to directly manipulate and save content on the board
(D) The absolute technical requirement of a continuous, high-voltage electrical power connection

58. An interactive whiteboard generally requires which three integrated hardware components to function fully?
(A) Computer, projector, and touch-sensitive board
(B) High-intensity epidiascope, physical chalkboard, and interactive stylus
(C) High-definition television, commercial DVD player, and infrared remote
(D) Modern smartphone device, immersive VR headset, and wireless internet router

59. When using an Interactive Whiteboard, the feature that allows a teacher to conceal a portion of the screen and reveal it progressively is called:
(A) Real-time digital annotation
(B) Stylus-based digital ink writing
(C) Visual object clustering feature
(D) Screen shade or masking tool

60. What is a significant pedagogical benefit of the "save and export" feature on an Interactive Whiteboard?
(A) It effectively prevents students from making unauthorized edits or interacting with the board interface.
(B) It allows lesson notes and annotations to be shared with absent students.
(C) It automatically evaluates, scores, and records all student homework assignments without teacher input.
(D) It automatically blocks all external internet access and social media browsing during lesson hours.

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61. E-learning platforms fundamentally rely on which of the following technologies?
(A) Traditional mechanical printing presses
(B) High-frequency analog radio broadcasting
(C) Internet and digital communication networks
(D) Specialized opaque projection display systems

62. A school Principal wants to implement a "Flipped Classroom" model. Which of the following e-learning strategies is most appropriate for this implementation?
(A) Students listen to live classroom lectures

during school hours and then write summarized digital notes on an e-learning portal at home.
(B) Teachers strictly operate e-learning platforms during the 40-minute period while students observe the screen completely passively.
(C) E-learning platforms are deployed exclusively for administering formal terminal examinations and recording end-of-term grades.
(D) Students watch online video lectures at home, using class time for interactive problem-solving.

63. Which term describes an e-learning model that intentionally combines traditional face-to-face classroom teaching with online digital instruction?
(A) Blended learning
(B) Distance education
(C) Programmed instruction
(D) Correspondence learning

64. What is the full form of MOOC, a prominent concept in e-learning platforms?
(A) Massive Online Open Curriculum
(B) Massive Open Online Course
(C) Multiple Objective Online Class
(D) Mainstream Open Online Content

65. Consider the following statements regarding e-learning platforms:
I. They offer flexibility in terms of time and pace of learning.
II. They inherently guarantee the authenticity of all academic submissions.
III. They can support multimedia content delivery.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

66. The DIKSHA educational platform stands for:
(A) Digital Infrastructure for Knowledge Sharing
(B) Digital India Knowledge and Skills Hub
(C) Direct Instruction for Kids and Schools Agency
(D) Digital Initiative for Knowledge Storage and Hosting

67. Which specific feature on the DIKSHA platform links physical textbooks to digital content?
(A) Printed standard inventory barcodes
(B) High-frequency embedded NFC chips
(C) Energized Textbooks with QR codes
(D) Radio-frequency RFID identification tags

68. Read the given statements regarding digital platforms and select the correct option.
Assertion (A): The DIKSHA platform serves strictly as a repository for student learning materials and has no utilities for teachers.
Reason (R): Continuous Professional Development (CPD) programs like NISHTHA are hosted separately on physical servers, not on DIKSHA.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

69. DIKSHA operates under the guiding principle of:
(A) One State, One Unified State Syllabus
(B) One School, One Standardized Curriculum
(C) One Nation, One Digital Platform
(D) One Nation, One Standard Assessment Framework

70. Who are the primary intended users of the DIKSHA platform?
(A) Exclusively primary school students
(B) Teachers, students, and parents
(C) Only educational administrators
(D) Higher education researchers

71. SWAYAM is an educational programme designed to achieve which three cardinal principles of Education Policy?
(A) Infrastructure, Investment, and Innovation
(B) Enrollment, Examination, and Evaluation
(C) Technology, Training, and Testing
(D) Access, Equity, and Quality

72. Courses hosted on SWAYAM are delivered in how many "quadrants"?
(A) Two
(B) Three
(C) Four
(D) Five

73. Which of the following is NOT one of the four quadrants of a SWAYAM course?

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(A) Video lecture
(B) Specially prepared reading material that can be downloaded/printed
(C) Mandatory in-person physical laboratory classes
(D) Self-assessment tests through tests and quizzes

74. Which organization is primarily responsible for developing school education courses for secondary classes on the SWAYAM platform?
(A) NCERT and NIOS
(B) UGC (University Grants Commission)
(C) AICTE (All India Council for Technical Education)
(D) IGNOU (Indira Gandhi National Open University)

75. The PM eVIDYA initiative was launched comprehensively to unify all efforts related to:
(A) Mid-day meal distribution
(B) Physical infrastructure development in schools
(C) Teacher recruitment processes
(D) Digital, online, and on-air education

76. A major component of the PM eVIDYA initiative is 'One Class, One TV Channel'. This component falls under which specific programme?
(A) PM KISAN
(B) SWAYAM PRABHA
(C) PM eVidya DTH TV Channels
(D) NISHTHA

77. Under the PM eVIDYA initiative, special e-content has been developed for Divyang (Children with Special Needs) on which specific portal/platform?
(A) UDISE+ (Unified District Information System for Education)
(B) PRAGYATA (Digital Education Guidelines Portal)
(C) DAISY and DIKSHA accessibility platforms
(D) PARAKH (Performance Assessment, Review, and Analysis)

78. Which of the following is an educational podcast platform introduced as part of radio/podcast digital learning initiatives?
(A) Gyan Vani Educational Radio
(B) Vidyadaan Content Portal
(C) E-Pathshala Digital Gateway
(D) Shiksha Vani Podcast

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79. A SMART classroom differs fundamentally from a traditional classroom primarily because it:
(A) Integrates ICT infrastructure to enhance pedagogy
(B) Enforces strict physical classroom discipline and zero student talking during lectures
(C) Completely replaces human classroom teachers with automated artificial intelligence systems
(D) Mandates the exclusive use of specialized printed smartbooks rather than standard textbooks

80. Which of the following is an essential hardware component of a typical SMART classroom?
(A) A standard non-digital green chalkboard
(B) An interactive digital display board
(C) A traditional visual felt flannel board
(D) A manual rotary mimeograph printing machine

81. The implementation of SMART classrooms facilitates which of the following instructional strategies most effectively?
(A) Rote memorization through extended, uninterrupted teacher-centered verbal lectures
(B) Experiential learning using simulations and virtual labs
(C) Traditional group-wide choral recitation of printed textbook passages in unison
(D) Standardized physical education drills conducted regularly on the school ground

82. A Principal observes that the newly installed SMART classroom is rarely used because teachers fear breaking the expensive equipment. What is the most effective managerial intervention?
(A) Provide hands-on training to build teacher confidence.
(B) Lock the SMART classroom permanently, unlocking it strictly during official administrative inspections.
(C) Issue a strict administrative mandate forcing every teacher to use the equipment daily under penalty.
(D) Hire a full-time external IT technician to conduct all subject-matter classes inside that room.

83. Mobile learning (m-learning) is conceptually distinct from general e-learning primarily due to its emphasis on:
(A) Using large desktop computers

(C) Non-projected graphical aids
(D) Projected audio-visual aids

28. Read the given statements regarding audio-visual aids and select the correct option.
Assertion (A): Using an audio-visual aid guarantees higher academic achievement for all students in a classroom.
Reason (R): Audio-visual aids automatically differentiate instruction for varying learning paces without teacher input.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

29. Which of the following traditional teaching aids is universally regarded as the most versatile and essential tool for a classroom teacher?
(A) The interactive felt flannel board
(B) The opaque epidiascope projector
(C) The standard chalkboard/whiteboard
(D) The projected overhead transparency

30. When utilizing a chalkboard, what is a fundamental best practice for a teacher to follow?
(A) Writing continuously on the board without turning around to maintain eye contact with students
(B) Writing in an extremely cursive and highly compressed font style primarily to save board space
(C) Erasing written text directly using bare hands or paper towels to save instructional time
(D) Dividing the board into clear sections and maintaining a systematic layout

31. A "Working Model" is distinct from a "Scale Model" because a working model:
(A) Demonstrates the functional mechanisms of an object
(B) Serves as an exact miniature physical replica maintaining precise scale dimensions
(C) Functions strictly as a simplified two-dimensional visual graphic representation
(D) Must be constructed exclusively out of fully transparent synthetic materials

32. Which type of chart is specifically designed to show the lineage, descent, or hierarchical structure of a family or organization?
(A) Statistical pie chart
(B) Hierarchical tree chart
(C) Sequential flow chart
(D) Chronological time chart

33. A "Mock-up" used in vocational education is best described as:
(A) An exact full-scale physical replica of an industrial object constructed exclusively for static museum display
(B) An operating model simplifying a real system to highlight working parts
(C) A detailed schematic technical chart explaining the complete theoretical framework and history of a machine
(D) A high-definition projected visual presentation showing an animated three-dimensional computer model

34. What is the primary pedagogical advantage of using locally available, low-cost materials to create traditional teaching aids?
(A) It promotes contextualized learning and resourcefulness.
(B) It eliminates the need for curriculum planning.
(C) It standardizes education across urban and rural schools.
(D) It prevents the use of ICT in the classroom.

35. Which traditional visual aid consists of a large sheet of paper where information is revealed step-by-step by removing covering strips?
(A) Sequential paper flip chart
(B) Adhesive felt flannel graph
(C) Sequential strip tease chart
(D) Perforated wooden pegboard

36. Which of the following is a primary characteristic of a high-quality educational workbook?
(A) It contains only long theoretical essays intended exclusively for silent reading comprehension practice.
(B) It is designed strictly to serve as a comprehensive tool for high-stakes summative end-of-year testing.
(C) It completely replaces the operational necessity for any ongoing formative assessment by the classroom teacher.
(D) It provides structured practice exercises for textbook concepts.

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or platforms like DIKSHA.
(C) Make the app purchase purely optional, thereby allowing wealthy students to access supplementary digital features independently.
(D) Require the School Management Committee to purchase licenses for all students using structural maintenance reserves.

93. What is the primary function of a Learning Management System (LMS) in an educational institution?
(A) To strictly manage employee payroll, taxation records, and general institutional financial accounting across all school departments
(B) To design architectural floor plans and structural spatial layouts for installing new SMART classrooms and digital hardware infrastructure
(C) To deliver, track, and manage courses and training
(D) To automatically monitor and regulate the daily physical security entry and exit of all students and visitors at the main school gate

94. Which of the following is a widely used, open-source Learning Management System (LMS)?
(A) Microsoft Word
(B) Adobe Photoshop
(C) Tally ERP
(D) Moodle

95. Consider the following statements regarding the features of a robust Learning Management System (LMS):
I. It allows for the asynchronous delivery of course materials.
II. It includes tools for automated grading and tracking student progress.
III. It facilitates communication through discussion forums and announcements.
IV. It automatically generates high-quality pedagogical content without human input.
Which of the statements given above are correct?
(A) I, II and III only
(B) I, III and IV only
(C) II, III and IV only
(D) I, II, III and IV

96. When selecting an appropriate instructional aid, a teacher must primarily ensure that the aid aligns with the:
(A) Complexity of the technology available
(B) Specific learning objectives of the lesson
(C) Teacher's personal entertainment preferences
(D) Duration of the school recess

97. If a learning objective involves "students demonstrating the correct sequence of CPR on a human body," which instructional aid is most appropriate?
(A) An audio podcast explaining CPR
(B) A realistic physical mock-up or mannequin
(C) A written textbook chapter on CPR
(D) A static flow chart on the bulletin board

98. The term "Digital Divide" in education refers primarily to:
(A) Disparities in ICT access and capabilities
(B) The physical architectural distance separating the school computer laboratory from standard regular subject classrooms
(C) The official division of the prescribed school curriculum into purely digital technology and traditional non-digital subjects
(D) The technical difference in operational processing speeds observed between older and newer generations of desktop computers

99. The "Second-level digital divide" refers specifically to inequalities in:
(A) Basic physical access to computer hardware components and stable local internet infrastructure
(B) The reliability and stability of the electrical power supply available in rural school regions
(C) Digital literacy and skills to use technology effectively
(D) The high market cost of purchasing personal digital computing devices for family use

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100. During the transition to online learning, a major challenge highlighted regarding the digital divide in India was:
(A) The unexpected over-availability of excessive high-speed internet bandwidth across rural regions
(B) The total refusal of state educational examination boards to authorize digital learning methods
(C) The overwhelming commercial abundance of digitally energized interactive textbooks in all languages
(D) Lack of affordable devices and internet for poor students

101. Which model is commonly used to conceptualize the integration of technology into teacher

(A) Open Educational Resources
(B) Online Educational Requirements
(C) Offline Evaluation Records
(D) Operational Educational Routines

137. Which of the following is a defining characteristic of Open Educational Resources (OER)?
(A) They are strictly proprietary software assets requiring recurring commercial subscription fees for user access.
(B) They consist exclusively of bound physical hard-copy textbooks printed directly by government publishing presses.
(C) They are freely accessible, openly licensed digital assets for learning.
(D) They are legally protected assets that cannot be adapted, modified, or remixed under any academic circumstances.

138. The use of a "Graphic Organizer" (like a Venn diagram or mind map) as a visual aid primarily helps students to:
(A) Visualize conceptual relationships
(B) Memorize long lists of historical chronological dates effectively for written examinations
(C) Significantly improve the aesthetic neatness of their personal cursive handwriting style
(D) Calculate complex multi-step mathematical equations rapidly during competitive timed tests

139. Which of the following best describes the instructional strategy known as "Microlearning" often delivered via m-learning?
(A) Delivering continuous three-hour-long uninterrupted formal lectures directly through a mobile phone screen
(B) Utilizing specialized laboratory optical microscopes as the sole primary instructional teaching aid in biology
(C) Teaching strictly a very small cohort of two or three individual students simultaneously in a tutorial format
(D) Delivering content in short, bite-sized bursts of information

140. Which hardware device allows a teacher to capture live video of documents, textbooks, or 3D objects and project them onto a screen?
(A) High-intensity optical Epidiascope
(B) Document Camera or Visualiser
(C) High-resolution desktop Flatbed Scanner
(D) Automatic rotary 35mm Slide Projector

141. The primary purpose of using "Simulation Software" as an ICT tool in physics or chemistry is to:
(A) Completely replace the human classroom teacher across all instructional and laboratory evaluation duties
(B) Provide continuous, automated drill-and-practice testing modules for standard multiple-choice quiz questions
(C) Provide a safe digital environment to experiment with variables
(D) Maintain and update the daily physical student attendance register inside the science laboratory facility

142. A Principal conducts a classroom observation and notes that a teacher uses an overhead projector (OHP) but simply reads directly from overcrowded slides without interacting with the class. What feedback should the Principal provide regarding the use of projected aids?
(A) The teacher should immediately replace the OHP with a high-intensity epidiascope to project dense textbook pages directly onto the screen.
(B) The teacher should pack even more detailed textual information onto each slide to guarantee that no curriculum detail is omitted during the lecture.
(C) Projected aids should strictly be utilized inside completely darkened classrooms to force absolute visual concentration from all seated students.
(D) Slides should contain key points, while the teacher maintains eye contact and interacts with students.

143. In the Cone of Experience model, which medium lies at the very top (representing the most abstract experience)?
(A) Verbal Symbols (Spoken words/Text)
(B) Visual Symbols including detailed charts, maps, and statistical graphs
(C) Motion Pictures including educational films and synchronized video clips
(D) Direct Purposeful Experiences involving real hands-on physical interactions

144. Which of the following traditional teaching aids is specifically designed to show historical events plotted along a chronological continuum?
(A) Sequential process flow chart
(B) Chronological time line chart
(C) Hierarchical organizational tree chart

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(A) Magnetic board
(B) Pegboard
(C) Bulletin board
(D) Flannel board

111. Which ICT tool allows students to collaborate on a single document simultaneously from different locations?
(A) Cloud-based word processors
(B) Microsoft Word desktop offline software installed locally
(C) Standard PDF document reader application installed on PC
(D) Offline presentation software packages installed on school computers

112. A Principal notices that despite having SMART classrooms, student achievement in complex subjects hasn't improved. Observation reveals teachers are using the smartboards only to show long, uninterrupted videos for the entire period. What pedagogical corrective measure should the Principal advise?
(A) Completely discontinue smartboard usage across all subjects and return exclusively to traditional lecturing.
(B) Use 'pause and discuss' methods to prompt student inquiry.
(C) Ensure that selected educational videos are strictly syllabus-oriented, highly formal, and twice as long in duration.
(D) Significantly increase the audio volume of video broadcasts during class to guarantee better passive student retention.

113. What is the fundamental requirement for participating in a synchronous e-learning session?
(A) The learner must be present physically inside a standard brick-and-mortar classroom during the lesson session.
(B) All participants must connect online simultaneously at the exact same time.
(C) The learner independently accesses recorded online repository materials strictly during weekend study hours.
(D) The instructional course content must be rendered purely in text-based formats without any visual multimedia elements.

114. The "PRAGYATA" guidelines issued by the Ministry of Education primarily deal with:
(A) Digital education and screen time guidelines
(B) Civil structural construction norms and safety guidelines for rural school buildings
(C) Official annual financial auditing procedures and accounting protocols for public school funds
(D) Recommended daily mid-day meal nutritional quality and food safety standards for students

115. Which platform serves as a national repository of open educational resources and is deeply integrated with the NIPUN Bharat initiative for foundational learning?
(A) SWAYAM portal
(B) e-NAM portal
(C) DIKSHA
(D) GeM portal

116. A key advantage of using a Learning Management System (LMS) for school administration is its ability to:
(A) Physically deliver printed textbook sets and physical stationery directly to students' registered homes
(B) Function completely and seamlessly without requiring any active internet connection or digital infrastructure
(C) Eliminate the administrative requirement for holding any periodic face-to-face parent-teacher conferences
(D) Automatically generate consolidated analytics on student engagement and scores

117. Which of the following forms of teaching aids is characterized by a "hands-on, minds-on" approach heavily relying on manipulatives?
(A) Traditional printed subject textbooks and workbooks
(B) Scheduled educational audio radio broadcasts
(C) Activity-based aids like math or science kits
(D) Optical projected opaque slide projectors

118. In the context of instructional aids, what is the meaning of the term 'Realia'?
(A) Realistic fictional stories and historical narratives written specifically for young primary school children
(B) Real-life objects or artifacts used to connect learning with the real world
(C) High-definition projected digital images designed to illustrate abstract scientific and mathematical concepts
(D) A specialized commercial brand name for high-end optical touch-sensitive interactive whiteboard hardware

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153. What is the main advantage of using a "Rubric" integrated into a Learning Management System (LMS)?
(A) It automatically designs, constructs, and publishes the complete subject curriculum without requiring any teacher input.
(B) It restricts unauthorized user access and prevents students from logging into the school portal during off-hours.
(C) It provides transparent criteria-based grading for student assignments.
(D) It completely replaces and eliminates the administrative necessity for conducting any terminal summative assessment.

154. Which of the following visual aids is most appropriate for teaching students the spatial layout of the solar system?
(A) A 3D scale model of the solar system
(B) A detailed tabular reference chart listing planetary mass measurements
(C) A quantitative line graph plotting relative planetary distances from the sun
(D) A descriptive textual paragraph outlining physical features of the solar system

155. Which tool on an interactive whiteboard allows a teacher to capture a specific part of an image or text from a web page and place it onto the whiteboard canvas?
(A) Screen shade concealment tool
(B) Interactive spotlight focus tool
(C) Canvas digital eraser tool
(D) Screen capture or snipping tool

156. In the context of e-learning, what does the term "Asynchronous" mean?
(A) Learning situations where the teacher and enrolled students actively interact in real-time online virtual sessions
(B) Learning where participants access materials at their own convenience
(C) Traditional instructional learning that occurs entirely without the functional use of any digital computing devices
(D) Specialized vocational learning that strictly requires continuous physical presence inside a science laboratory

157. Which of the following is a primary characteristic of a good educational textbook?
(A) It is completely devoid of visual graphic illustrations primarily to reduce commercial paper printing production costs.
(B) It contains only long subjective essay questions while excluding objective practice exercises and short self-assessment tests.
(C) Content is logically sequenced from simple to complex concepts.
(D) It deliberately uses complex, specialized academic jargon across all chapters regardless of student grade level or maturity.

158. The pedagogical shift encouraged by the integration of ICT tools like virtual labs and simulations is a shift from:
(A) Highly active inquiry-based student exploration to passive individual rote memorization of textbook facts
(B) Student-centered constructivist learning frameworks to traditional teacher-led behaviorist conditioning approaches
(C) Ongoing diagnostic formative classroom assessment to purely terminal high-stakes summative paper evaluation
(D) Abstract theoretical transmission to hands-on experiential understanding

159. What is a "Diorama"?
(A) A 3D miniature scene representing an event or habitat
(B) A detailed two-dimensional quantitative graph displaying statistical data sets clearly for analysis
(C) A high-fidelity acoustic audio voice recording of a dramatic classical theatrical play or recitation
(D) A complex desktop software computer application specifically engineered for mathematical simulation modelling

NODIA

160. Which of the following is a prominent barrier to the effective integration of technology by teachers in the classroom?
(A) Excessive over-enthusiasm and behavioral hyper-activity demonstrated by students when technology is introduced
(B) Lack of continuous pedagogical training aligned with technical skills
(C) Technical limitations caused directly by the compact physical dimensions and screen sizes of modern desktop computers
(D) An overabundance of low-cost traditional chalk and slate materials available within school storehouses

161. A "Pegboard" is a non-projected visual aid commonly used in classrooms. It is made of:

correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

129. Which feature makes "E-learning platforms" highly scalable compared to traditional brick-and-mortar education?
(A) They strictly require dedicated physical classroom desk space for every individual student enrolled in the course.
(B) They can host thousands of learners simultaneously with low marginal cost.
(C) They rely exclusively on continuous synchronous, live one-on-one video calling sessions between teacher and student.
(D) They inherently demand exceptionally high administrative overhead expenditure dedicated strictly to campus physical security.

130. The integration of NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) on the DIKSHA platform serves the purpose of:
(A) Online capacity building for teachers and principals
(B) Conducting annual end-of-year student summative academic evaluation and grade reporting
(C) Administering standardized nationwide entrance testing for higher education university admissions
(D) Conducting detailed statutory financial auditing and compliance verification of public school grants

131. In the context of LMS functionality, what does SCORM compliance ensure?
(A) That the underlying LMS platform can securely handle and process financial credit card tuition fee payments
(B) That the entire administrative software system relies exclusively on un-monetized, open-source software code
(C) Content interoperability across different LMS platforms
(D) That the software interface operates seamlessly in offline environments without requiring internet connectivity

132. A school located in a remote area suffers from frequent power outages, making reliance on SMART classrooms difficult. As a Principal applying principles of appropriate technology, what should be your primary strategy to ensure continuous instruction?
(A) Immediately suspend all instructional classroom teaching across all grade levels until electrical power is fully restored.
(B) Invest institutional emergency funds exclusively into purchasing expensive industrial solar panels for the whole school.
(C) Shift instructional delivery entirely to high-bandwidth, cloud-based synchronous live video e-learning platforms daily.
(D) Combine low-cost non-projected traditional aids with offline digital materials.

133. Which of the following is a prime example of an instructional aid that utilizes 'Augmented Reality' (AR) in school education?
(A) A standard multi-page printed geographical atlas showing global continents
(B) A full-length pre-recorded educational video lecture covering the physical features of the solar system
(C) An app projecting 3D planet images when pointed at textbook pages
(D) A purely text-based digital e-book containing static chapters on planetary physics and astronomy

134. Which theory strongly supports the use of multimedia (combining words and pictures) rather than words alone in instructional design?
(A) Theory of Classical Conditioning
(B) Multimedia Learning Theory
(C) Operant Conditioning Framework
(D) Zone of Proximal Development Model

135. Consider the following statements regarding the 'Digital Divide' in education:
I. It only refers to the lack of hardware access.
II. It encompasses disparities in internet bandwidth and data affordability.
III. It includes a gap in digital literacy skills between different socioeconomic groups.
IV. Emergency shifts to distance learning highlighted and exacerbated the digital divide.
Which of the statements given above are correct?
(A) I, II and III only
(B) II, III and IV only
(C) I, III and IV only
(D) I, II, III and IV

136. The term "OER" in the context of educational technology stands for:

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170. Which of the following instructional aids relies on the psychological principle of 'rapid visual recognition and recall'?
(A) Flashcards
(B) Detailed textual reports
(C) Audio cassettes
(D) Dioramas

171. The "SWAYAM PRABHA" initiative provides educational content primarily through which medium?
(A) High-frequency FM Radio broadcasts
(B) National news print media outlets
(C) Cellular Mobile SMS text messages
(D) Direct-To-Home DTH TV channels

172. A teacher wants to demonstrate the water cycle using an instructional aid. She has the option of a static chart, a text description, or a digital interactive simulation. According to principles of effective media selection, which should the Principal encourage if infrastructure allows?
(A) The detailed textual description, because reading text actively forces students to exercise independent mental imagination.
(B) The interactive simulation to dynamically demonstrate processes and variables.
(C) The static printed wall chart, because traditional non-digital visual aids are historically proven to cause zero technical glitches.
(D) No instructional aid at all, on the theoretical premise that the water cycle is best grasped purely through abstract thinking.

173. Which of the following best defines "Blended Learning"?
(A) An administrative curriculum schedule where multiple distinct academic subjects are taught simultaneously within one single class period
(B) A specific classroom management strategy involving the mixing of students across widely different age groups into one single learning cohort
(C) Combining online digital media with traditional classroom methods
(D) A basic study technique where students deliberately alternate between using a fountain pen and a graphite pencil to record lesson notes

174. In the TPACK framework, the intersection of Technology, Pedagogy, and Content (the center of the Venn diagram) represents:
(A) Technical hardware troubleshooting capability required by school IT staff to repair physically broken desktop computers
(B) The overall institutional financial expenditure and budget allocated toward purchasing technological hardware infrastructure
(C) The fundamental level of personal computer literacy, typing speed, and digital navigating skills possessed by young students
(D) Ideal teacher knowledge for integrating technology to teach specific content

175. Consider the following statements regarding Teacher Training for technology integration:
I. Training must shift focus from 'how to use the tool' to 'how to teach with the tool'.
II. Ongoing technical support is crucial for the successful application of training.
III. Teachers' beliefs and attitudes towards technology significantly impact integration.
IV. Training should ideally occur only once at the beginning of a teacher's career.
Which of the statements given above are correct?
(A) I, II and III only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

176. Which type of visual aid is characterized by a "tree" structure, starting with a broad concept at the top and branching down into specific sub-categories?
(A) Sequential process flow chart
(B) Classification or tree chart
(C) Chronological historical time chart
(D) Statistical proportional pie chart

177. A "Stereoscope" is an older visual aid designed specifically to create:
(A) A bright, high-resolution projected two-dimensional flat visual image displayed on a screen
(B) An optical illusion of 3D depth created from two slightly offset 2D pictures
(C) Continuous full-motion visual moving pictures accompanied by synchronized stereo sound audio
(D) Extremely amplified high-volume acoustic audio sound output delivered to a large auditorium

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(D) Structured comparative tabular chart

145. Consider the following statements regarding the selection of teaching aids:
I. The aid should be accurate in the information it conveys.
II. The aid should be visually appealing but instructionally irrelevant.
III. The aid should stimulate interest and promote active learning.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

146. A "Concept Map" is a visual aid that represents:
(A) Nodes connected by linking words to show relationships
(B) Official geographical boundaries and topographical features of modern sovereign states
(C) The detailed structural architectural blueprint and floor layout of a modern school building
(D) A structured linear progression and chronological timeline of major historical events

147. Which of the following is an example of an Audio-Visual aid?
(A) A radio broadcast of an expert interview
(B) A silent film strip
(C) A television documentary on wildlife
(D) A magnetic chalkboard

148. Read the given statements regarding Interactive Whiteboards and select the correct option.
Assertion (A): The mere presence of an Interactive Whiteboard in a classroom does not guarantee improved learning outcomes.
Reason (R): Improved learning outcomes depend on how the teacher pedagogically integrates the Interactive Whiteboard into the instructional design.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

149. "Gamification" in educational apps refers to:
(A) Turning the entire official school curriculum into a commercial interactive multi-player video game environment
(B) Allowing students to play popular commercial video games during regular scheduled classroom instruction time
(C) Applying game elements like points and badges in education to motivate learners
(D) Completely replacing all standard ongoing classroom formative assessment tasks with traditional tabletop board games

150. A "Flipped Classroom" strategy relies heavily on which type of educational technology?
(A) Traditional non-digital blackboards utilized primarily for writing down daily homework problems during class hours
(B) Asynchronous video lectures accessed by students outside of class
(C) High-intensity optical epidiascopes utilized exclusively by the subject teacher during formal classroom lectures
(D) Standard magnetic audio cassettes containing pre-recorded historical poetry recitations and dramatic literary readings

151. Which level of the SAMR model is achieved when technology allows for the creation of new, previously inconceivable tasks?
(A) Substitution
(B) Augmentation
(C) Modification
(D) Redefinition

152. A school Principal notes that official policy mandates the integration of ICT across all subjects. A senior history teacher refuses to use digital tools, arguing that history is best taught through traditional storytelling. How should the Principal approach this situation?
(A) Provide targeted mentoring on integrating digital tools with storytelling.
(B) Immediately terminate the senior teacher's employment contract on formal administrative grounds of direct insubordination.
(C) Officially exempt the senior history teacher from the mandate on the assumption that history requires traditional methods.
(D) Force the teacher to independently complete a mandatory technical training manual focusing on advanced computer programming skills.

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training and classroom practice, moving from basic enhancement to profound transformation?
(A) Hierarchy of Human Needs
(B) POSDCORB Administrative Management Model
(C) The SAMR Technology Integration Model
(D) The Johari Window Interpersonal Communication Model

102. Under the SAMR model, if a teacher simply replaces a physical printed worksheet with a digital PDF worksheet without changing the task's design, this represents:
(A) Augmentation
(B) Substitution
(C) Modification
(D) Redefinition

103. Effective teacher training for technology integration should focus not just on technological skills, but crucially on:
(A) Technical hardware repair techniques and advanced computer programming coding
(B) Increasing keyboard typing speed and executing complex desktop software installations
(C) Designing and manufacturing specialized proprietary digital hardware devices for school labs
(D) Pedagogical strategies for embedding technology to improve learning

104. What is a key challenge schools face when implementing teacher training for ICT integration?
(A) Resistance to change and technophobia among staff
(B) Teaching staff rapidly mastering new digital software tools far too quickly for the school schedule
(C) An excessive, unmanageable surplus of government grant funding dedicated solely to staff training programs
(D) A severe total lack of traditional printed physical textbooks across all foundational primary classes

105. Consider the following statements about teacher training for ICT:
I. Continuous Professional Development (CPD) is necessary because technology evolves rapidly.
II. One-time training sessions are sufficient for a lifelong teaching career.
III. Peer mentoring is an effective strategy for capacity building in ICT integration.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

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106. Which of the following traditional aids is most suitable for displaying a dynamic, developing summary of a lesson as it is being taught?
(A) Chalkboard
(B) Diorama
(C) Overhead Projector
(D) Flannel board

107. Which of the following visual aids is most effective for demonstrating the fractional parts of a whole?
(A) Line graph
(B) Organization chart
(C) Flow chart
(D) Pie chart

108. Read the given statements regarding print materials and select the correct option.
Assertion (A): Print materials like workbooks continue to hold relevance despite the advent of digital technology.
Reason (R): Print materials provide tangible, screen-free opportunities for self-paced drill, practice, and writing skill development.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

109. An "Episcope" is used specifically to project:
(A) Transparent acetate plastic sheets designed for overhead projection
(B) Standard continuous 35mm visual instructional filmstrips
(C) Opaque materials like book pages or physical objects
(D) Live high-resolution digital computer monitor display screens

110. Which non-projected aid utilizes cut-outs with rough backing placed on a board covered with similar rough fabric, allowing for storytelling or concept building through sequential placement?

(A) Heavy natural cotton cloth constructed with an extremely rough textured surface for felt adhesion
(B) A board with regularly spaced holes for inserting pegs to hang cards or objects
(C) A flat galvanized magnetic metal sheet framed inside a lightweight durable aluminum outer casing
(D) Clear, fully transparent reinforced tempered glass mounted securely onto a heavy wooden support frame

162. Which digital platform serves as a single portal for all digital resources related to school education, aligning with national education policy vision?
(A) DIKSHA
(B) IRCTC
(C) UMANG
(D) Vimarsh

163. The use of "Mind Mapping" software as an ICT tool falls under which category of instructional strategy?
(A) Repetitive drill and practice exercises for automated task response
(B) Mechanical rote memorization of isolated factual textbook statements
(C) A constructivist tool for organizing conceptual information
(D) Terminal high-stakes summative assessment and diagnostic testing tool

164. What is the fundamental difference between a "Chart" and a "Graph" in teaching aids?
(A) A chart functions strictly as a three-dimensional visual model, whereas a graph is exclusively two-dimensional in nature.
(B) A chart is strictly categorized as a projected visual optical aid, whereas a graph functions purely as a non-projected aid.
(C) There is absolutely no practical pedagogical difference between them; the two terms are used as perfect synonyms.
(D) A chart summarizes qualitative info; a graph plots quantitative data.

165. Consider the following statements regarding the 'Spotlight' feature on an Interactive Whiteboard:
I. It focuses the learners' attention on a specific part of the screen.
II. It darkens the rest of the screen while highlighting a circular or rectangular area.
III. It permanently deletes the un-highlighted content from the computer.

Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

166. A major advantage of using "Cloud-based" educational applications (like Google Workspace for Education or Microsoft 365) is:
(A) They continuously require physical manual installations of proprietary setup CDs on every single desktop computer in the lab.
(B) They enable real-time document collaboration accessible across any connected device.
(C) They operate strictly as offline standalone desktop software utilities without requiring any internet network connections.
(D) They rapidly consume vast amounts of localized hard drive storage space on institutional user computers across the network.

167. Which of the following is a classic "Projected visual aid" that has largely been replaced by digital document cameras and computer projectors, but historically used transparent sheets?
(A) Binocular Stereoscope viewer
(B) Visual felt-covered Flannel board
(C) Three-dimensional model Diorama
(D) Optical Overhead Projector (OHP)

168. Read the given statements regarding print materials and select the correct option.
Assertion (A): Print materials like textbooks are considered completely obsolete in the 21st-century SMART classroom.
Reason (R): Digital devices provide all the multimedia and interactive features necessary for learning, making text reading unnecessary.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) Both A and R are false

169. What does the "C" in ICT stand for?
(A) Systemic Computer
(B) National Curriculum
(C) Communication
(D) Human Cognition

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119. A teacher brings historical coins and stamps to a history class to teach about a specific era. These items are best classified as:
(A) Dioramas
(B) Mock-ups
(C) Projected aids
(D) Realia

120. Which principle emphasizes that an instructional aid should be large enough and clear enough to be easily seen by the student sitting at the back of the classroom?
(A) Principle of Visibility
(B) Principle of Selection
(C) Principle of Simplicity
(D) Principle of Interactivity

121. What is the main characteristic of "Programmed Instruction" materials?
(A) They are completely unstructured, informal learning materials relying entirely on unguided open student exploration.
(B) They consist strictly of continuous, purely audio-based spoken lectures delivered without visual illustrations.
(C) They present information in sequential frames with active response and feedback.
(D) They serve primarily as group-based collaborative assessment tools functioning without any diagnostic teacher feedback.

122. Under the PM eVIDYA initiative, the DTH channels assigned for educational broadcast are known as:
(A) SWAYAM PRABHA channels
(B) Gyan Darshan educational channels
(C) E-Pathshala digital television channels
(D) NISHTHA teacher training channels

123. Which of the following is a significant feature of Web 2.0 tools in educational technology?
(A) They function strictly to facilitate one-way information broadcasting from server to user.
(B) They require the installation of expensive physical CD-ROMs on local desktop drives to function properly.
(C) They incorporate security firewalls that strictly prevent peer-to-peer online student communication.
(D) They enable user-generated content and collaboration.

124. A "Podcast" used as a teaching aid primarily utilizes which sensory modality?
(A) Visual
(B) Auditory
(C) Kinesthetic
(D) Tactile

125. Consider the following statements about the selection of instructional aids:
I. The aid must be appropriate for the age, maturity, and cognitive level of the learners.
II. A teacher should always choose the most expensive digital aid available to ensure quality.
III. The aid must be directly relevant to the specific subject matter being taught.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

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126. Which type of visual aid is specifically used to display the relative frequency or proportion of a single variable, typically using vertical or horizontal rectangles?
(A) Pie chart
(B) Pictograph
(C) Line graph
(D) Bar graph

127. If a teacher uses small pictures or symbols to represent numerical data (e.g., one icon of a tree represents 100 trees), this visual aid is called a:
(A) Pictograph
(B) Numerical histogram
(C) Standard bar chart
(D) Process flow chart

128. Read the given statements regarding Information and Communication Technology (ICT) and select the correct option.
Assertion (A): The use of Information and Communication Technology (ICT) in classrooms inherently isolates students and reduces socialization.
Reason (R): ICT tools such as collaborative documents, wikis, and discussion forums promote high levels of peer interaction and collaborative learning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the

178. What is the primary role of a teacher in a classroom that heavily utilizes e-learning platforms and ICT tools?
(A) Facilitator and mentor of learning
(B) The "Sage on the Stage" functioning as the sole authoritative primary transmitter of academic knowledge
(C) A completely passive classroom observer who offers zero direct pedagogical input or guidance to students
(D) A highly rigid behavioral disciplinarian dedicated strictly to enforcing absolute physical silence in class

179. Which of the following is an auditory instructional aid that is particularly effective for visually impaired students?
(A) High-contrast printed visual flashcards
(B) High-intensity optical epidiascope projector
(C) Screen reader software and audio books
(D) Felt-covered visual flannel display board

180. The primary purpose of "Energized Textbooks" under the DIKSHA initiative is to:
(A) Apply special luminescent chemical coatings to make physical textbook pages visibly glow inside dark study rooms
(B) Ensure that all prescribed school textbooks are printed exclusively on high-grade glossy, high-energy synthetic paper
(C) Completely replace and automate the instructional role and pedagogical responsibilities of the classroom teacher
(D) Provide QR codes linking printed topics to digital multimedia content

181. Which of the following issues is central to the "Third-level digital divide"?
(A) The total physical lack of computing hardware and desktop machines across underfunded rural school facilities
(B) Significant technological disparities observed in regional cellular network signal bandwidth and internet connectivity speeds
(C) Inequalities in outcomes resulting from tech use
(D) The high recurring financial expense involved in purchasing proprietary commercial desktop software operating licenses

182. A Principal is planning the budget for the new academic year. There is a choice between purchasing 50 new standard whiteboards or setting up one fully equipped SMART classroom. Based on the objective of maximizing equitable technological exposure for all grades sequentially, what is the most strategic managerial decision?
(A) Purchase standard whiteboards for all classrooms on the administrative belief that digital SMART equipment provides zero academic value.
(B) Set up one SMART classroom with a shared rotational timetable for all grades.
(C) Purchase standard non-digital whiteboards while formally issuing an administrative policy banning all digital devices across the school.
(D) Refuse both budget proposals entirely, returning all unspent municipal educational development grants back to the central treasury.

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183. Which of the following audio-visual aids is considered a "Two-way" communication tool?
(A) A standard scheduled educational television broadcast
(B) A pre-recorded instructional video played from a DVD
(C) A centralized public educational radio broadcast program
(D) A video conference (e.g., Google Meet, MS Teams)

184. In the context of instructional design, what is "Storyboarding"?
(A) Planned shot sequences for a video or multimedia project
(B) A specialized form of traditional non-projected graphic display aid constructed out of polished solid wood panels
(C) An administrative behavior management and disciplinary enforcement technique utilized specifically within SMART classrooms
(D) A large physical felt bulletin display board mounted in corridors dedicated specifically to showcasing student fictional stories

185. Consider the following statements about Mobile learning (m-learning):
I. It leverages devices that are often already owned by students (ubiquity).
II. It is completely unsuitable for adult learners and higher education.
III. It can facilitate seamless learning across formal and informal settings.
Which of the statements given above is/are correct?
(A) I and II only

functional optical capabilities. It uses reflected light to project opaque materials like physical book pages, printed illustrations, and solid specimens, while also functioning as a diascope to project transparent optical slides. This versatility makes it an effective projected visual aid for displaying varied materials to large audiences.

44. (B) Darkened for optimal image clarity on screen
Slide projectors rely on light transmission through small transparent photographic slides, casting images onto a reflective projection screen. To ensure high visual contrast, clear color reproduction, and optimal image sharpness, the surrounding classroom environment must be darkened. Dimming ambient light prevents glare and light dilution, allowing students to view visual details comfortably from anywhere in the room.

45. (A) I and II only
Projected aids effectively enlarge small diagrams, text, and illustrations, enabling clear visual access for large classroom audiences simultaneously. However, they rely fundamentally on continuous electrical power and optical equipment to function. Modern digital projected devices continue to retain high pedagogical value in contemporary classrooms, debunking assertions that projected technologies are completely obsolete in structured learning environments.

46. (D) Flannel board
A flannel board, or felt board, operates on the principle of mechanical friction and adhesion between two textured, fibrous surfaces. When display items backed with rough materials like felt, flannel, or sandpaper are pressed against the board's fabric surface, they adhere securely without needing pins, tape, or magnets. This allows dynamic storytelling and interactive concept building.

47. (A) Rapid drill and practice for basic vocabulary or math facts
Flashcards are compact visual cards featuring brief cues, words, numbers, or symbols designed for rapid visual display and immediate recall. They are exceptionally effective for repetitive drill and practice sessions, strengthening foundational memory, foreign language vocabulary acquisition, mathematical facts, and sight-word recognition through quick visual prompts and instant feedback mechanisms during classroom instruction.

48. (D) A is false but R is true
Flashcards should contain minimal textual information, focusing strictly on clear, singular visual cues or keywords to ensure quick visual processing. Overcrowding them with dense text defeats their primary purpose. They are non-projected visual tools engineered specifically for rapid visual recognition, quick mental recall, active student response, and high-paced interactive learning drills during classroom practice sessions.

49. (B) Displaying student work and thematic visual materials
A bulletin board is a stationary non-projected display board used primarily to showcase student creative work, educational posters, thematic charts, announcements, and news clippings. It creates an engaging visual environment that celebrates learner achievements and reinforces curricular themes. By periodically updating displayed content, bulletin boards foster student pride, active aesthetic awareness, and continuous passive learning inside classrooms.

50. (A) Diorama
A diorama is a miniature three-dimensional scenic model that portrays a real or historical event, natural ecosystem, or cultural habitat. It features modeled physical figures, objects, and realistic foreground elements set against a painted or sculpted background. This tactile visual aid offers spatial realism and contextual representation, helping learners visualize complex three-dimensional scenes and environmental settings accurately.

51. (C) Teacher transmission to student knowledge construction
Integrating Information and Communication Technology into education transforms classroom dynamics from traditional teacher-led transmission to student-centered constructivist learning. ICT tools provide interactive platforms, access to vast information repositories, and collaborative spaces that enable learners to explore, analyze, and construct knowledge actively. This shift fosters critical thinking, problem-solving, and self-directed learning, redefining the teacher's role as a guide.

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is an application of educational technology primarily aimed at:
(A) Significantly reducing the classroom teacher's overall daily administrative and instructional workload responsibilities
(B) Increasing student engagement and obtaining real-time formative data
(C) Automatically scoring and recording formal end-of-term summative examination paper results directly into school registers
(D) Broadcasting live video and audio feeds of ongoing classroom lectures directly to absent students resting at home

194. In the classification of teaching aids, which of the following is considered a purely "Projected Visual Aid" without inherent audio?
(A) A silent animated GIF or slide projection
(B) A live commercial television channel broadcast
(C) An interactive, multi-user multimedia CD-ROM
(D) A continuous motion picture sound film project

195. Which of the following is an essential criterion for selecting an educational video to be shown in class?
(A) It must feature well-known commercial film actors to ensure high student motivation throughout the viewing session.
(B) Its total screening length must continuously cover the full 40-minute duration of the scheduled classroom teaching period.
(C) Content must be accurate and aligned with curriculum objectives.
(D) It must incorporate loud, continuous background music specifically designed to maintain active physical attention in young children.

196. "Digital literacy" for teachers not only involves knowing how to operate a computer but also importantly involves:
(A) Knowing how to independently diagnose, disassemble, and repair broken electrical computer hardware circuits in the laboratory
(B) Possessing advanced computer science skills to independently write complex backend software applications in languages like Python
(C) Demonstrating exceptional keyboard physical typing speed of over 100 words per minute accurately during daily administrative tasks
(D) Evaluating digital content, safety, and ethical resource usage

197. Which initiative under PM eVIDYA specifically focuses on radio broadcasting and podcasts to reach students without internet or TV access?
(A) DAISY accessibility portal
(B) SWAYAM PRABHA television network
(C) Mukta Vidya Vani and Shiksha Vani
(D) NPTEL engineering course repository

198. A rural school struggles with a severe digital divide, with many students lacking smartphones at home. As a Principal planning homework and assignments, what is the most equitable approach?
(A) Mandate that all daily homework assignments must be submitted online through a school LMS to encourage parents to acquire smartphones.
(B) Provide printed workbooks and offer digital access during school hours.
(C) Penalize and lower academic marks for any students who routinely report being unable to access assigned online homework resources at home.
(D) Completely halt all homework assignments across the entire school until government grants provide every student with an individualized digital device.

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199. When using a "Chalkboard," a teacher should stand:
(A) Standing directly in front of the board text, thereby completely blocking the line of sight for seated students across the room.
(B) Facing the surface of the board continuously while speaking, turning their back to the class throughout the instructional lecture.
(C) Standing at the very back of the classroom behind all seated students, issuing spoken commands without touching the board surface.
(D) Standing at a 45-degree angle to maintain board visibility and eye contact.

200. What is the overarching goal of integrating Instructional Aids and Educational Technology into pedagogical practice, as envisioned by modern educational policies?
(A) To create interactive, experiential learning that improves student competencies
(B) To eventually replace human classroom teachers entirely with fully automated

(B) I and III only
(C) II and III only
(D) I, II and III

186. Which feature of a Learning Management System (LMS) is most critical for formative assessment?
(A) Built-in quiz modules with automated feedback
(B) The administrative ability to customize visual color themes and overall aesthetic layouts of the online student portal
(C) The integrated institutional financial payment gateway used for collecting monthly student tuition and examination fees
(D) The secure administrative module deployed exclusively for logging and tracking daily employment attendance of teaching staff

187. "Flip Charts" are particularly useful as a traditional visual aid for which type of classroom activity?
(A) Conducting quiet, independent silent reading sessions during study periods
(B) Projecting magnified high-resolution microscopic slides onto a screen
(C) Playing high-fidelity digital audio playback recordings to the class
(D) Recording ideas interactively during group brainstorming sessions

188. Read the given statements regarding print materials and select the correct option.
Assertion (A): Print materials like textbooks should undergo regular revision and updating.
Reason (R): The rapid explosion of knowledge and changes in pedagogical frameworks (like modern curriculum frameworks) render older content and methodologies obsolete.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

189. Which of the following represents an "experiential" non-projected teaching aid that allows for physical manipulation?
(A) A static wall map
(B) A photograph of a historical monument
(C) Cuisenaire rods used in mathematics
(D) A continuous textual paragraph

190. When designing instructional material for a diverse classroom, adhering to "Universal Design for Learning (UDL)" principles means:
(A) Using strictly one standardized, highly formal method of instructional presentation for every single student in class
(B) Ensuring that all textbook chapters, worksheets, and visual materials are printed exclusively in plain black and white text
(C) Completely eliminating all modern digital technology, computers, and smart displays from the physical classroom environment
(D) Providing multiple means of representation and engagement

191. What is the primary difference between an "educational app" and a comprehensive "Learning Management System (LMS)"?
(A) Apps focus on specific skills, while an LMS manages entire courses.
(B) Educational apps are universally available completely free of charge, whereas any LMS platform strictly requires subscription payment.
(C) Educational software apps can strictly function on desktop computers, whereas an LMS operates exclusively on personal mobile phone devices.
(D) There is absolutely no functional or technical difference between them; both technology terms are used as completely interchangeable synonyms.

192. A Principal receives complaints that teachers are using Wikipedia as the sole primary instructional aid and asking students to copy information verbatim. What is the most appropriate pedagogical intervention?
(A) Ban all internet connectivity and network usage inside the school campus premises completely to prevent student web browsing.
(B) Conduct a workshop on digital literacy and research-based tasks.
(C) Instruct all subject teachers to strictly restrict students to utilizing multi-volume bound physical encyclopedias from the library.
(D) Formally reject all parent complaints under the assumption that students are technically utilizing modern digital learning tools.

193. The use of an "Audience Response System" (e.g., clickers or specific mobile apps) during a lecture

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ANSWERS

1. (B) To facilitate teaching and learning by providing sensory experiences
Instructional aids serve as supplementary tools designed to enhance the educational process by engaging multiple senses of learners. By providing concrete visual, auditory, or tactile sensory experiences, these materials help clarify complex ideas, maintain attention, and deepen conceptual understanding. Their primary educational purpose is to support active engagement and effective comprehension rather than replacing the teacher.

2. (A) Participating in a contrived experience
Edgar Dale's Cone of Experience categorizes learning experiences according to their degree of concreteness. Contrived experiences, such as models, mock-ups, and simulations, provide highly direct and tactile learning opportunities when real-life situations are inaccessible. They rank near the foundational base of the cone, offering far greater concreteness and active engagement than purely visual or auditory passive mediums.

3. (C) Alignment with specific instructional objectives
The selection of teaching aids must be guided primarily by pedagogical purpose. While factors like cost, visual appeal, and technical sophistication are relevant operational considerations, an instructional aid is effective only when it directly supports the specific learning outcomes of the lesson. Alignment with educational goals ensures meaningful engagement and targeted skill acquisition for learners.

4. (D) Dual-coding theory
Allan Paivio's dual-coding theory posits that human cognition processes information through two separate visual and verbal channels. Utilizing multisensory instructional aids presents material simultaneously through non-verbal imagery and verbal information. This dual activation reduces cognitive load, creates stronger memory traces, and enhances information retention and recall compared to relying on a single sensory modality during instruction.

5. (B) I and III only
Instructional aids play a critical role in effective pedagogy by transforming abstract theoretical concepts into concrete, understandable representations. Additionally, they cater to diverse learner needs by offering varied modalities that accommodate visual, auditory, and kinesthetic learning styles. Rather than increasing unnecessary cognitive load, properly integrated instructional aids reduce mental effort and facilitate efficient processing of information.

6. (B) Instructional aids must remain simple and directly relevant to the lesson objective.
Effective selection of instructional aids requires prioritizing clarity, simplicity, and direct alignment with learning objectives. Overly complex or decorative materials can cause cognitive distraction, drawing learner focus away from core concepts toward peripheral elements. Pedagogical feedback should emphasize using simple, clear, and contextually appropriate aids that support rather than overshadow the fundamental goals of the lesson.

7. (D) It may lead to teacher passivity during the instructional transaction.
Excessive reliance on instructional materials can diminish the active, dynamic role of the educator in the classroom. When teachers depend entirely on media delivery without providing mediation, explanation, or scaffolding, classroom transaction becomes passive. Instructional aids are meant to complement pedagogical delivery, requiring active guidance and continuous interaction from the teacher to ensure effective learning.

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8. (A) Both A and R are true and R is the correct explanation of A
Instructional aids function as supportive devices rather than independent teaching mechanisms. They cannot replace foundational pedagogical methods, lesson planning, or active classroom management. Because these tools serve merely to supplement the learning process, their pedagogical value depends entirely on how effectively the teacher mediates, integrates, and guides their use to achieve intended educational outcomes.

9. (C) An educational audio podcast
Audio teaching aids rely exclusively on the auditory channel to transmit educational content and develop listening skills. An educational audio podcast is a recorded sound medium that provides auditory information without any integrated visual display. In contrast, film strips, felt boards, and physical models incorporate visual or tactile elements, making them visual or audio-visual instruction tools.

10. (A) Reaching large, geographically dispersed audiences efficiently
Educational radio broadcasts serve as a mass communication medium capable of overcoming geographical barriers to deliver instruction. They allow standardized educational content to reach vast numbers of learners simultaneously, particularly in remote or underserved areas. While radio lacks visual demonstration and real-time interaction, its broad coverage makes it an exceptionally cost-effective tool for large-scale educational outreach.

11. (D) Educational Podcast
Educational podcasts are pre-recorded audio files made available on digital platforms for asynchronous downloading and listening. They allow learners to access structured discussions, lectures, or interviews at their own convenience, enabling self-paced study. Unlike live broadcasts or public address systems, podcasts offer flexible playback capabilities, making them an ideal tool for individualized auditory instruction.

12. (B) Setting up a digital language laboratory
A digital language laboratory is a specialized facility equipped with audio technology that enables individualized language learning. It provides students with opportunities to listen to native audio models, record their own speech, and compare their pronunciation self-correctively. This dedicated setup specifically fosters phonetic accuracy and listening-speaking skills far more effectively than general projection or public announcement systems.

13. (C) They lack visual stimuli needed to explain complex spatial concepts.
Audio aids depend entirely on sound perception, which presents inherent limitations when conveying complex spatial, structural, or visual concepts. Topics requiring spatial reasoning, geometric relationships, or detailed anatomical structures are difficult to explain solely through spoken words. Without supplementary visual representations, learners may struggle to form accurate mental images, highlighting the necessity of integrated visual materials.

14. (D) To provide audio-lingual practice for listening and speaking skills
A language laboratory is an audio-based instructional facility designed to develop linguistic proficiency through systematic listening and speaking practice. By utilizing individualized console setups, learners engage with recorded audio drills, monitor their speech, and receive feedback on pronunciation and intonation. The facility creates an immersive acoustic environment that strengthens oral comprehension, fluency, and phonological awareness in target languages.

15. (B) I, II and IV only
Audio teaching aids effectively develop listening comprehension, acoustic discrimination, and phonetic accuracy, making them highly valuable for language acquisition. They require focused learner concentration and active mental processing of spoken information. However, audio aids alone are insufficient for abstract topics like complex mathematical derivations, which strictly require visual representation and step-by-step symbolic demonstration to ensure understanding.

16. (B) Graph
Graphs are specialized visual aids designed to display quantitative data and show mathematical or statistical relationships between variables. By using lines, bars, points, or proportional slices, graphs represent numerical trends, comparisons, and distributions in a visual format. They enable learners to interpret data patterns rapidly, distinguishing them from qualitative diagrams, general charts, or spatial geographical maps.

17. (B) Illustrate a step-by-step process or structure
A flow chart is a sequential visual representation that depicts the successive steps of a process, algorithm, or operational structure. By using standard geometric symbols connected by directional arrows, it clarifies complex workflows, decision-making logic, and procedural sequences. This structured organization helps learners visualize linear or branching progressions

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clearly, making complex theoretical or practical procedures easy to follow.

18. (A) Flip chart
A flip chart consists of a series of large paper sheets or information panels bound together at the top, supported on an easel. Teachers turn the pages sequentially to present story steps, outline lesson points, or reveal progressive information. This versatile, non-projected visual aid facilitates organized presentation, active brainstorming, and structured dynamic discussions during classroom instruction.

19. (C) Three-dimensional model
A globe is a spherical representation of planet Earth that provides a three-dimensional visual and tactile model. Unlike flat two-dimensional maps, a globe accurately preserves spatial relationships, relative landmass sizes, distances, and spatial proportions without projection distortion. It serves as a concrete, non-projected three-dimensional learning model, helping students grasp global geography and planetary rotations effectively.

20. (D) Tabular chart
A tabular chart is a non-projected, two-dimensional visual aid that presents qualitative or quantitative data organized systematically in labeled rows and columns. It allows for concise information summarization, structured comparison, and easy reference without requiring electrical power or optical projection. Tabular formats help learners categorize details, identify cross-referenced data points, and review summary information efficiently.

21. (C) The ease of reading text and images clearly from a distance
Legibility in visual design refers to the physical clarity and readability of textual and graphical elements. It ensures that font size, contrast, spacing, and image layout allow every student in the classroom to read and interpret displayed content without visual strain. High legibility is essential for effective message transmission, ensuring that instructional posters convey information clearly to all viewers.

22. (B) A cross-sectional anatomical model
A cross-sectional anatomical model provides a realistic, three-dimensional representation of internal spatial structures when actual biological specimens are unavailable. It enables learners to inspect internal chambers, valves, and structural relationships that cannot be adequately visualized on flat two-dimensional charts or maps. Using tactile three-dimensional models enhances spatial understanding and concrete learning in anatomical science education.

23. (D) Engage multiple sensory channels simultaneously to enhance learning
Audio-visual aids combine auditory and visual stimuli, simultaneously activating multiple sensory channels during instruction. According to dual-coding and cognitive processing principles, engaging visual and auditory systems concurrently facilitates stronger neural encoding, improves focus, and enhances long-term memory retention. This dual presentation renders complex abstract concepts more concrete and understandable compared to relying on single-sensory traditional instructional methods.

24. (A) Educational television broadcast
An educational television broadcast represents a classic audio-visual aid because it integrates moving visual imagery with synchronized sound. It transmits instructional programming, scientific demonstrations, and educational documentaries directly into classrooms. Unlike purely visual tools such as chalkboards, flannel boards, or film strips, television broadcasts deliver dynamic motion and acoustic instruction simultaneously to enhance conceptual understanding.

25. (B) I and III only
Audio-visual aids capture learner attention effectively through dynamic multimedia presentation, enhancing engagement and motivation. They also bring historical events, remote geographical locations, and abstract phenomena directly into the classroom, enriching the learning environment. Furthermore, audio-visual tools do not always require prohibitive funding, as many accessible, low-cost digital and traditional options exist for diverse classroom settings.

26. (A) People learn better from graphics and narration than graphics and printed text.
The Modality Principle within Mayer's Cognitive Theory of Multimedia Learning states that learners process information more effectively when visual graphics are accompanied by spoken narration rather than visual printed text.

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artificial intelligence instruction systems in all subject areas

(C) To significantly increase the recorded capital financial expenditure of public schools primarily to satisfy central regulatory audit mandates

(D) To ensure every classroom visually appears technologically modernized on the surface regardless of actual underlying academic achievement levels

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35. (C) Sequential strip tease chart
A strip tease chart is a specialized non-projected visual display where information is hidden under paper strips attached with temporary adhesive or pins. The teacher removes these covering strips sequentially during the lesson to reveal key points step-by-step. This progressive exposure builds anticipation, maintains student focus, and prevents cognitive overload caused by presenting entire visual layouts at once.

36. (D) It provides structured practice exercises for textbook concepts.
A high-quality educational workbook serves as a structured supplementary tool designed to reinforce and consolidate concepts presented in primary textbooks. It offers diverse practice exercises, problem-solving tasks, and application activities that promote active learning and skill mastery. Workbooks facilitate independent self-paced study and formative practice, enabling students to apply theoretical knowledge systematically across various learning domains.

37. (C) Quality of paper and binding
Evaluating physical characteristics of a textbook focuses on concrete material attributes such as paper durability, binding strength, typography legibility, layout spacing, and overall physical construction. These structural aspects ensure that the book withstands frequent handling throughout the academic year. Qualitative factors like content accuracy, chapter sequencing, and syllabus alignment represent pedagogical and curricular evaluation criteria rather than physical properties.

38. (B) Reject the book because alignment with curriculum frameworks and pedagogy is paramount.
Textbook evaluation must prioritize alignment with established national curriculum frameworks, pedagogical objectives, and adequate practice content over mere physical aesthetics or durability. A book lacking sufficient learning exercises and updated pedagogical approaches fails to support effective student achievement. Educational leadership requires selecting instructional materials that reflect current curricular standards and support deep, active conceptual development.

39. (D) It restricts the scope for experiential learning.
Over-reliance on textbooks as the sole instructional tool tends to limit classroom transaction to rigid textual reading and passive reception. This textbook-centric approach minimizes opportunities for hands-on experimentation, inquiry-based exploration, critical thinking, and real-world application. Effective pedagogy balances textbook content with interactive, experiential, and multi-sensory learning activities to foster comprehensive conceptual understanding among diverse learners.

40. (A) Text readability and grade appropriateness
Vogel's Spot Check Method is an established qualitative evaluation technique used to assess the readability, vocabulary difficulty, and age appropriateness of printed instructional text. By sampling systematic text passages across different sections of a textbook, evaluators analyze sentence complexity and structural comprehensibility. This ensures that reading levels match the target cognitive development stage of students.

41. (C) To suggest teaching strategies, lesson plans, and activities
A teacher's manual serves as a comprehensive instructional guide designed to support educators in delivering textbook content effectively. It provides detailed lesson plans, pedagogical strategies, background information, learning objectives, suggested learning activities, and assessment ideas. By offering structured methodological guidance, the manual assists teachers in executing well-organized, outcome-aligned classroom transactions for diverse groups of learners.

42. (A) Overhead Projector (OHP)
An Overhead Projector utilizes a bright light source and lens system to project enlarged images from transparent plastic acetate sheets onto a screen. Teachers can write, draw, or place visual overlays on the transparency in real time while maintaining direct eye contact with the class, making it a highly dynamic and interactive traditional projected aid.

43. (D) It projects both transparent slides and opaque print materials.
An Epidiascope, also known as an episcope-diascope combined projector, possesses dual

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Presenting text and graphics simultaneously overloads the visual working memory channel, whereas splitting information across auditory and visual channels balances cognitive load and optimizes information processing during learning.

27. (D) Projected audio-visual aids
Educational documentaries utilize moving visual frames integrated with spoken commentary, sound effects, and music, requiring display equipment such as projectors, screens, or digital monitors. Because they combine sound and optical visual projection, documentaries are classified as projected audio-visual aids. They provide realistic depictions of historical events, scientific processes, and cultural environments within the classroom setting.

28. (D) A is false but R is true
The mere inclusion of audio-visual aids does not automatically guarantee higher student achievement, as effective learning depends on pedagogical mediation, alignment with objectives, and active student engagement. However, audio-visual materials naturally support differentiated instruction by presenting content through diverse sensory channels, allowing learners to process information at varying paces without relying strictly on verbal lecture delivery.

29. (C) The standard chalkboard/whiteboard
The standard chalkboard or whiteboard remains the most essential, flexible, and versatile traditional teaching aid in education. It allows real-time writing, visual drawing, content organization, and dynamic modification during instruction without requiring electrical power or technical setup. Its immediacy, low cost, and reliability ensure its universal role as the foundational visual tool across diverse educational settings.

30. (D) Dividing the board into clear sections and maintaining a systematic layout
Effective chalkboard technique requires systematic layout planning and organized visual presentation. Dividing the board into clear, structured sections for main concepts, vocabulary, and supporting diagrams helps students follow the lesson flow and take accurate notes. Maintaining legible handwriting, clear organization, and appropriate erasing practices prevents cognitive overload and maintains visual clarity throughout the instructional period.

31. (A) Demonstrates the functional mechanisms of an object
A working model is a functional three-dimensional representation engineered to demonstrate the operational mechanisms and moving parts of a real system or machine. While scale models focus strictly on preserving accurate dimensional proportions, working models highlight dynamic processes and operational functions, allowing learners to observe how mechanical, scientific, or technological components interact during actual system performance.

32. (B) Hierarchical tree chart
A hierarchical tree chart is a graphic display structured like a branching tree, designed to illustrate lineage, descent, organizational structures, or genealogical relationships. It begins with a central root or parent entity and branches down into subordinate categories, showing clear levels of authority or biological connections. This logical layout helps learners conceptualize complex relational structures easily.

33. (B) An operating model simplifying a real system to highlight working parts
A mock-up is a functional, full-scale or modified three-dimensional model engineered to highlight specific operational components of a real system while eliminating non-essential details. Widely used in technical and vocational training, mock-ups allow learners to interact directly with internal mechanisms, controls, and moving parts, facilitating practical skills acquisition and operational understanding in a safe training environment.

34. (A) It promotes contextualized learning and resourcefulness.
Constructing traditional teaching aids from locally available, low-cost materials encourages teacher creativity, resourcefulness, and environmental sustainability. Pedagogically, localized materials connect classroom concepts directly to learners' familiar cultural and physical environments, promoting meaningful contextualized learning. This cost-effective approach ensures that high-quality visual and tactile instructional tools remain accessible across all socio-economic educational settings.

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52. (D) Hold a workshop on ICT tools and pedagogical integration.
When teachers utilize advanced technology merely as static projection screens, administrative intervention should focus on professional development rather than punitive measures. Organizing targeted pedagogical workshops helps educators understand interactive features, digital annotation, collaborative tools, and meaningful ICT integration strategies. Building technical competence and confidence enables teachers to transition from passive presentation to active, student-centered digital pedagogy.

53. (C) Learning occurs in real-time with live teacher-student interaction.
Synchronous learning refers to instructional activities where educators and learners participate simultaneously in real time, despite being geographically separated. Utilizing tools like live video conferencing, interactive webinars, and real-time chat platforms, synchronous instruction allows immediate feedback, spontaneous discussion, dynamic collaboration, and direct interpersonal engagement, mirroring traditional live classroom interactions within a digital environment.

54. (B) A pre-recorded digital lecture uploaded to an LMS
Asynchronous ICT tools facilitate learning that occurs independently of real-time scheduling. A pre-recorded digital lecture uploaded to a Learning Management System allows students to access, pause, rewind, and review instructional content at their own pace and preferred time. This flexibility supports self-directed learning and accommodates individual learning speeds without requiring simultaneous teacher-student presence.

55. (B) I, III and IV only
ICT tools enrich education by catering to diverse learning modalities through multimedia, connecting classrooms to global educational repositories, and enabling virtual collaboration beyond physical boundaries. However, technology alone does not automatically guarantee improved learning outcomes; effective educational achievement depends fundamentally on sound pedagogical design, active student engagement, and competent teacher facilitation during the instructional process.

56. (A) Technological Pedagogical and Content Knowledge
TPACK stands for Technological Pedagogical Content Knowledge, a theoretical framework describing the complex interplay between three essential bodies of teacher knowledge. It emphasizes that effective technology integration requires understanding how technology, pedagogy, and subject content intersect dynamically. Mastering TPACK enables educators to select and utilize digital tools appropriately to enhance specific learning concepts and pedagogical objectives.

57. (C) The ability to directly manipulate and save content on the board
Unlike standard digital projectors that merely display static visual signals from a computer, an Interactive Whiteboard features surface touch-sensitivity. This enables users to directly manipulate displayed digital objects, write electronic annotations, execute software commands on the screen, and save modified board work digitally for future distribution, fostering dynamic and collaborative classroom instruction.

58. (A) Computer, projector, and touch-sensitive board
An Interactive Whiteboard system operates through the seamless integration of three primary hardware components: a central computer running educational software, a digital projector casting the display output onto the screen, and a touch-sensitive or stylus-interactive display board that sends user input back to the computer, enabling real-time interactive manipulation of content.

59. (D) Screen shade or masking tool
The screen shade or masking tool on an interactive whiteboard allows educators to cover selected portions of the displayed screen content and reveal them incrementally. This instructional feature helps direct student focus, manages information delivery step-by-step, creates curiosity, and supports interactive questioning during classroom presentations by hiding answers until appropriate moments during instruction.

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pedagogical strategies, digital accessibility, and wellness measures, ensuring balanced, safe, and effective digital learning while safeguarding students' physical and mental health.

115. (C) DIKSHA
DIKSHA functions as India's primary national repository for open educational resources, offering curriculum-aligned digital content across diverse regional languages. It is integrated with national literacy initiatives, including NIPUN Bharat, providing interactive learning modules, foundational literacy and numeracy resources, and teacher training tools to promote standardized, high-quality early grade education nationwide.

116. (D) Automatically generate consolidated analytics on student engagement and scores
A key administrative advantage of a Learning Management System (LMS) is its ability to automatically collect, aggregate, and analyze data on student progress, assessment scores, assignment completion, and portal login frequency. These consolidated learning analytics enable administrators and teachers to monitor academic performance, identify struggling learners early, and make data-driven instructional adjustments.

117. (C) Activity-based aids like math or science kits
Activity-based aids, such as mathematics manipulatives and science kit materials, foster a 'hands-on, minds-on' learning approach. By physically manipulating concrete objects, counters, or experimental apparatus, learners construct theoretical understanding through direct personal experience, strengthening cognitive retention and transforming abstract concepts into tangible practical insights across STEM subjects.

118. (B) Real-life objects or artifacts used to connect learning with the real world
In instructional design, 'Realia' refers to real-life physical objects, authentic cultural artifacts, tools, plants, or specimens brought into the classroom. Using realia provides concrete sensory experiences that connect theoretical textbook lessons directly to the real world, enhancing vocabulary acquisition, cultural understanding, and contextual meaning for diverse learners.

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119. (D) Realia
Historical coins and authentic postage stamps brought into a social science classroom represent realia—real-world physical artifacts used as instructional tools. Examining these primary historical objects gives students concrete tactile and visual experiences, sparking inquiry, contextualizing historical time periods, and bridging abstract textbook facts with tangible primary evidence from the past.

120. (A) Principle of Visibility
The Principle of Visibility dictates that any instructional aid displayed in the classroom—whether written, drawn, or projected—must be clearly legible and visually discernible to every student, including those seated in the back rows. Proper visual scaling, high color contrast, clear font choices, and appropriate physical positioning prevent eye strain and ensure equal access.

121. (C) They present information in sequential frames with active response and feedback.
Programmed instruction is an individualized learning methodology where content is broken down into small, logical steps called frames. Learners progress sequentially through each frame by providing active responses to embedded prompts and receiving immediate feedback on performance accuracy. This structured, self-paced approach reinforces correct responses and supports systematic cognitive mastery.

122. (A) SWAYAM PRABHA channels
Under the PM eVIDYA framework, educational television broadcasting is executed through SWAYAM PRABHA DTH channels. This suite of dedicated direct-to-home TV channels broadcasts curriculum-based educational content 24/7 across the country, providing accessible visual instruction to students lacking stable internet access or personal computing devices at home.

123. (D) They enable user-generated content and collaboration.
A defining feature of Web 2.0 educational tools is their focus on user-generated content, interactivity, and peer collaboration. Unlike traditional static web pages that only broadcast information passively, Web 2.0 applications—such as wikis, blogs, shared documents, and discussion platforms—allow learners to create,

Continuous Professional Development initiatives like NISHTHA are hosted digitally on DIKSHA's online platform, providing accessible national training modules for school heads and teachers nationwide.

69. (C) One Nation, One Digital Platform
DIKSHA operates under the core guiding vision of 'One Nation, One Digital Platform', aiming to unify educational digital resources across all Indian states and union territories. This national infrastructure provides standardized, high-quality, multilingual open educational content, ensuring equitable digital access and learning continuity for students and educators throughout the entire country.

70. (B) Teachers, students, and parents
DIKSHA is designed as an inclusive educational portal serving three primary stakeholder groups: students seeking curriculum-aligned learning content, teachers accessing lesson plans and professional development modules, and parents tracking learning materials to support home study. This multi-stakeholder model fosters holistic educational engagement across school and home environments nationwide.

71. (D) Access, Equity, and Quality
SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) is an Indian national initiative formulated to achieve the three fundamental principles of National Education Policy: Access, Equity, and Quality. It aims to bridge the digital divide by hosting high-quality online courses developed by top educators, making advanced learning accessible to all students, including the underprivileged.

72. (C) Four
Courses hosted on the SWAYAM platform are structured systematically across four distinct learning quadrants: video lectures, specially prepared downloadable reading material, self-assessment tests through quizzes, and an interactive online discussion forum for clearing doubts. This four-quadrant architecture ensures a comprehensive, self-contained, and interactive online learning experience for students.

73. (C) Mandatory in-person physical laboratory classes
The four standard quadrants of SWAYAM comprise pre-recorded video lectures, downloadable reading materials, self-assessment quizzes, and online discussion forums. Because SWAYAM is designed as a fully web-based open learning environment, mandatory in-person physical laboratory classes are not part of its standard virtual course structure, though virtual lab simulations may be digitally integrated.

74. (A) NCERT and NIOS
NCERT (National Council of Educational Research and Training) and NIOS (National Institute of Open Schooling) are the primary national coordinators responsible for developing and curating school education modules on the SWAYAM platform. They design secondary and senior secondary online courses aligned with national curriculum frameworks, ensuring high-quality, open-access education for school students.

75. (D) Digital, online, and on-air education
Launched under the Atmanirbhar Bharat Abhiyaan, the PM eVIDYA initiative comprehensively unifies all national efforts in digital, online, and on-air education. It integrates platforms like DIKSHA, SWAYAM PRABHA DTH channels, educational radio broadcasts, and accessible digital content to ensure uninterrupted multi-modal learning delivery across the country, particularly during emergencies.

76. (B) SWAYAM PRABHA
The 'One Class, One TV Channel' component under PM eVIDYA is delivered through the SWAYAM PRABHA DTH television network. Dedicated educational channels broadcast curriculum-mapped, class-wise lessons continuously for classes 1 through 12, ensuring that students without reliable high-speed internet access can receive structured visual instruction directly through television at home.

77. (C) DAISY and DIKSHA accessibility platforms
Under the PM eVIDYA framework, specialized accessible e-content has been systematically developed for Divyang learners (Children with Special Needs). Utilizing the DAISY (Digitally Accessible Information System) format and sign language resources on DIKSHA, the initiative provides accessible audio books, tactile materials, and visual sign-language videos to foster equitable and inclusive education nationwide.

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133. (C) An app projecting 3D planet images when pointed at textbook pages
An application that projects dynamic 3D planetary models over physical textbook pages when viewed through a mobile device camera exemplifies Augmented Reality (AR) in education. By superimposing interactive computer-generated graphics onto real-world objects in real time, AR enhances physical textbook content, providing engaging visual spatial representations.

134. (B) Multimedia Learning Theory
Richard Mayer's Multimedia Learning Theory posits that humans process information through separate dual channels for visual and auditory data. Integrating synchronized words and images reduces cognitive load and fosters deeper understanding compared to presenting words alone. This theoretical framework provides the foundation for designing effective audio-visual media and multimedia instructional presentations.

135. (B) II, III and IV only
The digital divide extends far beyond basic physical hardware availability. It encompasses disparities in high-speed internet accessibility, data costs, and essential digital literacy skills among socioeconomically diverse groups. Emergency shifts to online distance learning highlighted these systemic inequalities, penalizing students who lacked adequate technology infrastructure, internet connectivity, and parental technical support.

136. (A) Open Educational Resources
OER stands for Open Educational Resources, referring to teaching, learning, and research materials residing in the public domain or released under open intellectual licenses. These resources can be freely accessed, adapted, reused, and redistributed by educators and students worldwide without royalty costs, promoting educational access, equity, and resource sharing globally.

137. (C) They are freely accessible, openly licensed digital assets for learning.
A defining feature of Open Educational Resources is their open licensing (such as Creative Commons), which permits zero-cost access, adaptation, reuse, and sharing. OER include open textbooks, digital modules, video lectures, and software tools, allowing educators to modify and contextualize learning materials to suit specific classroom needs without legal copyright restrictions.

138. (A) Visualize conceptual relationships
A graphic organizer, such as a Venn diagram, concept map, or flowchart, serves as a visual framework that helps learners organize and structure complex information. By mapping out connections, contrasts, and hierarchies visually, graphic organizers assist students in clarifying relationships between concepts, enhancing cognitive organization, comprehension, and analytical thinking.

139. (D) Delivering content in short, bite-sized bursts of information
Microlearning is an instructional design strategy that delivers content in short, highly focused, bite-sized learning units. Typically lasting a few minutes, microlearning modules—such as short instructional videos, interactive flashcards, or concise quizzes—allow learners to master specific single learning objectives conveniently on mobile devices without causing cognitive overload.

140. (B) Document Camera or Visualiser
A document camera, or visualizer, is a digital hardware device equipped with a high-resolution camera mounted on an adjustable arm. It captures live video images of physical objects, printed documents, textbook pages, or real-time demonstrations and projects them enlarged onto a classroom screen, enabling clear, dynamic group viewing.

141. (C) Provide a safe digital environment to experiment with variables
Simulation software in science education provides an interactive virtual environment where students can manipulate physical variables, observe complex phenomena, and conduct experiments safely. It allows learners to model dangerous chemical reactions or expensive physics setups repeatedly without risk of physical harm, high lab expenses, or resource limitations, strengthening inquiry-based conceptual learning.

142. (D) Slides should contain key points, while the teacher maintains eye contact and interacts with students.
Effective use of projected aids requires keeping slide content concise, legible, and focused on key

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87. (D) AR overlays digital elements on reality; VR immerses users in simulated worlds.
Augmented Reality (AR) overlays digital information, 3D models, or graphics directly onto the real-world physical environment using device screens or glasses. In contrast, Virtual Reality (VR) completely shuts out the physical world, placing users inside an entirely computer-generated, fully immersive 3D simulated environment requiring specialized head-mounted displays for interaction.

88. (A) Both A and R are true and R is the correct explanation of A
Virtual Reality offers highly immersive, fully interactive three-dimensional simulations that enable students to explore hazardous chemical reactions, complex surgical procedures, or distant historical environments safely. By providing controlled experiential learning environments, VR eliminates physical dangers, travel costs, and resource constraints, making high-risk or inaccessible practical experiences accessible and pedagogically effective.

89. (C) Augmented Reality
Superimposing dynamic 3D computer-generated models onto a physical textbook page when viewed through a tablet camera illustrates Augmented Reality (AR). AR enhances the real physical medium by overlaying interactive digital elements onto it in real time, transforming static two-dimensional printed images into engaging, three-dimensional visual representations for improved conceptual understanding.

90. (A) High hardware and maintenance costs
A primary barrier to widespread Virtual Reality adoption in standard public schools is the high cost of specialized VR headsets, powerful computing hardware, and ongoing software licensing and maintenance. Additionally, infrastructure requirements and staff technical training pose financial challenges, limiting large-scale deployment despite the technology's recognized pedagogical potential for experiential learning.

91. (D) Gamification
Educational assessment tools like Kahoot! and Quizizz utilize gamification, integrating mechanics such as instant points, leaderboards, timers, and digital badges into learning tasks. This approach leverages intrinsic and extrinsic motivation, transforming standard formative quizzes into engaging, competitive activities that enhance student attention, participation, and immediate conceptual recall during classroom instruction.

92. (B) Direct the teacher to explore free OER tools or platforms like DIKSHA.
Educational leaders must uphold equity and inclusivity by avoiding mandatory purchases of costly commercial applications that create financial burdens for families. When interactive technology is needed, principals should guide teachers toward freely accessible Open Educational Resources (OER) or government digital platforms like DIKSHA, ensuring all students enjoy equal access to high-quality digital learning opportunities.

93. (C) To deliver, track, and manage courses and training
A Learning Management System (LMS) is a software platform designed to administer, document, track, report, and deliver educational courses and training programs. It centralizes digital content distribution, assignment submissions, automated grading, progress tracking, and teacher-student communication, providing an organized online framework for supporting blended and asynchronous distance learning initiatives.

94. (D) Moodle
Moodle is a widely adopted, open-source Learning Management System (LMS) used by educational institutions globally. It enables educators to create customized online learning environments equipped with course administration tools, discussion forums, assignment portals, automated quizzes, and grade tracking, providing a flexible and free infrastructure for managing digital learning.

95. (A) I, II and III only
A robust Learning Management System enables flexible asynchronous course delivery, provides automated grading tools for rapid assessment feedback, and facilitates collaborative communication through built-in discussion boards and announcement channels. However, an LMS serves as an administrative and delivery platform; it does not automatically generate high-quality pedagogical content without human teacher design and expertise.

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78. (D) Shiksha Vani Podcast
Shiksha Vani is an educational audio podcast platform introduced by the Central Board of Secondary Education (CBSE) in India. It disseminates audio-based instructional content, curriculum explanations, and official educational announcements, allowing students and teachers to access portable, flexible, and bite-sized auditory learning resources directly on mobile devices anytime.

79. (A) Integrates ICT infrastructure to enhance pedagogy
A SMART classroom fundamentally differs from a traditional classroom by incorporating Information and Communication Technology (ICT) infrastructure, such as interactive display boards, digital content, visualizers, and internet connectivity. Rather than relying solely on verbal delivery and chalkboards, it enhances pedagogical transaction through dynamic multimedia, interactive visualizations, and real-time collaborative digital resources.

80. (B) An interactive digital display board
An interactive digital display board is a core hardware component of a modern SMART classroom setup. Combining touch-screen technology, digital projection, and computing power, it allows educators to display dynamic multimedia content, make electronic annotations, run simulations, and interact directly with digital learning materials to foster highly engaging and visual classroom instruction.

81. (B) Experiential learning using simulations and virtual labs
SMART classrooms facilitate experiential learning by enabling the integration of interactive software simulations, 3D modeling, and virtual laboratory environments. These digital tools allow students to manipulate experimental variables, observe abstract phenomena dynamically, and discover concepts actively, moving beyond passive memorization or traditional lecturing toward direct inquiry-based and hands-on conceptual mastery.

82. (A) Provide hands-on training to build teacher confidence.
Reluctance to utilize new SMART classroom hardware often stems from anxiety regarding technical complexity or equipment damage. An effective administrative intervention involves providing structured, hands-on professional development and ongoing technical support. Building teachers' digital competence and confidence removes operational fear, encouraging meaningful pedagogical integration of interactive digital tools into daily teaching practice.

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83. (C) Portability, ubiquity, and learning on-the-go
Mobile learning (m-learning) is distinguished from traditional e-learning by its emphasis on mobility, portability, and personal device ubiquity. Utilizing smartphones and tablets, m-learning enables continuous, contextualized learning anywhere and anytime. This shift frees learners from fixed computer desktop setups, facilitating dynamic, self-paced access to instructional resources during daily routines.

84. (D) Microlearning (bite-sized learning)
Mobile learning naturally supports microlearning, an instructional strategy that delivers content in short, focused, bite-sized learning modules. Because mobile devices are used in flexible, short intervals, microlearning content—such as brief videos, short quizzes, or flashcard apps—allows learners to absorb, practice, and review discrete concepts efficiently without causing cognitive fatigue.

85. (B) I and III only
Mobile learning supports contextual learning by utilizing integrated device sensors like GPS, cameras, and accelerometers to connect learning directly to physical environments. It also facilitates just-in-time learning, giving instant access to specific information when needed. However, mobile devices do not guarantee distraction-free concentration, as notifications and multitasking options frequently disrupt student focus.

86. (B) Bring Your Own Device
BYOD stands for Bring Your Own Device, a policy in educational technology where students and educators bring their personal smartphones, tablets, or laptops into the classroom for learning activities. This framework leverages familiar personal hardware, reduces institutional technology procurement expenses, and expands digital learning opportunities across formal and informal educational environments.

105. (B) I and III only
Continuous Professional Development is vital because educational technology, digital tools, and pedagogical methodologies evolve rapidly. Peer mentoring offers a collaborative strategy for building ICT confidence among teachers. Conversely, one-time training sessions are wholly insufficient for maintaining long-term digital competence, requiring ongoing professional learning communities and continuous institutional skill development.

106. (A) Chalkboard
The traditional chalkboard is ideal for displaying a dynamic, developing lesson summary in real time. As classroom discussions progress, teachers can continuously record student responses, construct outlines, draw diagrams, and modify text dynamically. This immediate, highly adaptable visual flexibility allows the lesson summary to evolve naturally alongside interactive classroom discourse.

107. (D) Pie chart
A pie chart is a circular statistical graphic divided into proportional slices, specifically designed to illustrate numerical proportions and fractional parts of a whole dataset. Each slice represents a percentage category contributing to the 100 percent total, making it the most effective visual aid for conceptualizing relative proportional distribution clearly.

108. (A) Both A and R are true and R is the correct explanation of A
Despite digital advancement, print materials like workbooks remain highly relevant in contemporary education. They provide tangible, screen-free opportunities for self-paced practice, structured writing development, and tactile problem solving. Print resources operate reliably without electrical infrastructure or digital screens, serving as essential, accessible learning tools across all educational environments.

109. (C) Opaque materials like book pages or physical objects
An episcope is an optical projection device designed specifically to project illuminated enlarged images of opaque printed materials, such as textbook pages, photographs, diagrams, or small physical objects, onto a screen. It utilizes high-intensity lamps and mirrors to reflect light off solid surfaces, eliminating the need for transparent acetate sheets.

110. (D) Flannel board
A flannel board is a non-projected visual aid covered with rough-textured felt or flannel fabric. Display cut-outs backed with matching rough materials stick to the board through surface friction without needing pins or adhesives. This feature makes it ideal for interactive storytelling, sequential ordering, and building visual concepts dynamically during classroom instruction.

111. (A) Cloud-based word processors
Cloud-based word processors enable simultaneous, real-time document collaboration among students situated in different locations. Multiple users can edit text, insert comments, track modifications, and share constructive feedback concurrently on a shared web-hosted file, fostering digital literacy, active peer editing, and collaborative project-based learning beyond the physical classroom setting.

112. (B) Use 'pause and discuss' methods to prompt student inquiry.
Showing uninterrupted videos passively reduces cognitive engagement and fails to promote deep conceptual learning. Teachers should implement interactive pedagogical strategies, such as the 'pause and discuss' technique, stopping video playback at key moments to prompt student questioning, check for understanding, clarify complex concepts, and facilitate active inquiry during smartboard instruction.

113. (B) All participants must connect online simultaneously at the exact same time.
Synchronous e-learning strictly requires real-time participation, meaning all students and instructors must connect online simultaneously at a scheduled time. Using live video conferencing, interactive whiteboards, or chat tools, synchronous sessions facilitate direct verbal interaction, instant instructor feedback, and real-time peer collaboration, recreating a live dynamic classroom atmosphere digitally.

114. (A) Digital education and screen time guidelines
PRAGYATA guidelines were formulated by the Ministry of Education in India to provide structured principles for digital and online education. The framework outlines recommended screen time limits for different grade levels,

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96. (B) Specific learning objectives of the lesson
The paramount criterion for selecting any instructional aid is its direct alignment with specific lesson learning objectives. Media choice should be driven by target learning outcomes—whether cognitive, affective, or psychomotor—ensuring that the chosen tool clarifies concepts, facilitates active skill development, and directly supports student achievement of prescribed curricular goals.

97. (B) A realistic physical mock-up or mannequin
Mastering procedural psychomotor skills like CPR requires direct hands-on practice, physical tactile feedback, and realistic positional movement. A physical mock-up or CPR mannequin provides an interactive, three-dimensional representation that allows learners to practice chest compressions and ventilation techniques realistically, making it vastly superior to static text, charts, or purely auditory materials.

98. (A) Disparities in ICT access and capabilities
The term 'Digital Divide' describes the socioeconomic inequality in access to, use of, and impact of Information and Communication Technologies (ICT). It encompasses disparities between urban and rural populations, economic classes, or regions regarding access to computing hardware, reliable high-speed internet connectivity, and the digital skills required for effective educational participation.

99. (C) Digital literacy and skills to use technology effectively
While the first-level digital divide concerns basic physical access to hardware and internet infrastructure, the second-level digital divide highlights disparities in digital literacy, technical competencies, and cognitive usage skills. Even when hardware is available, gaps in user proficiency prevent individuals from effectively leveraging digital technology for educational, professional, and cognitive advancement.

100. (D) Lack of affordable devices and internet for poor students
During emergency shifts to distance learning, the digital divide in India was manifested primarily through severe shortages of affordable digital devices and reliable high-speed internet in low-income and rural households. This lack of access prevented millions of socioeconomically disadvantaged students from attending online classes, highlighting fundamental inequalities in educational infrastructure.

101. (C) The SAMR Technology Integration Model
The SAMR model—developed by Ruben Puentedura—provides a four-level framework (Substitution, Augmentation, Modification, Redefinition) to conceptualize technology integration in education. It guides educators in moving from basic tech integration that merely replaces traditional tools to transformative practices that create novel learning tasks and significantly enhance student engagement and higher-order learning.

102. (B) Substitution
Under the SAMR framework, Substitution occurs when a digital tool directly replaces a traditional non-digital tool without any functional change in the task design or student learning process. Converting a paper worksheet into a PDF document for digital viewing represents simple substitution, as the underlying pedagogical method and task structure remain completely unchanged.

103. (D) Pedagogical strategies for embedding technology to improve learning
Professional development for technology integration must move beyond basic hardware operation or software mechanics to focus on pedagogical strategies. Effective training guides educators on how to embed digital tools meaningfully into curriculum design, foster collaborative constructivist learning, address diverse student needs, and enhance conceptual understanding rather than using technology as an isolated novelty.

104. (A) Resistance to change and technophobia among staff
A significant institutional challenge in implementing ICT integration training is staff resistance to change and technophobia. Educators accustomed to traditional teaching methodologies may feel anxious about technical complexity or fear losing control of classroom management. Overcoming these psychological barriers requires sustained professional support, peer mentoring, and a supportive administrative culture.

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edit, share, and discuss content actively in dynamic digital environments.

124. (B) Auditory
A podcast operates strictly as an auditory instructional aid, delivering pre-recorded sound files containing speeches, interviews, lectures, or discussions. It relies entirely on the learner's auditory processing and active listening skills to convey information, making it a portable, screen-free educational medium particularly effective for developing language comprehension and auditory retention.

125. (B) I and III only
Selecting appropriate instructional aids requires evaluating their developmental suitability for learners' cognitive maturity and their direct relevance to specific curriculum goals. Aids must clarify content and stimulate active learning. High cost or advanced technological complexity is not an indicator of quality; simple, inexpensive materials are frequently more instructionally effective than costly digital aids.

126. (D) Bar graph
A bar graph is a quantitative visual tool that uses horizontal or vertical rectangular bars to represent and compare discrete categories of data. The length or height of each bar corresponds proportionally to its numerical frequency or value, allowing learners to analyze categorical distributions, identify trends, and contrast relative magnitudes clearly.

127. (A) Pictograph
A pictograph is a visual chart that uses small pictures, icons, or symbols to represent numerical data points and statistical quantities. Each icon represents a specified numerical value or frequency, offering an intuitive, visual representation of quantitative information that helps younger learners or visual thinkers interpret data patterns easily.

128. (D) A is false but R is true
Utilizing ICT in classrooms does not inherently isolate learners; modern digital pedagogy leverages interactive technology to enhance social interaction. Web-based collaborative tools, shared online workspaces, interactive discussion forums, and group projects promote active communication, peer feedback, and collaborative problem-solving, making digital tools powerful facilitators of collaborative learning.

129. (B) They can host thousands of learners simultaneously with low marginal cost.
E-learning platforms offer high scalability because digital course materials, video lectures, and automated assessment modules can be accessed concurrently by thousands of geographically dispersed learners. Unlike physical classrooms restricted by room seating capacity and local staffing limits, web-based systems deliver educational resources continuously with low marginal cost per additional student.

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130. (A) Online capacity building for teachers and principals
Integrating NISHTHA onto the DIKSHA portal serves as a massive online professional development initiative in India. It offers standardized capacity-building modules for teachers, school heads, and educational administrators. The digital delivery enables flexible self-paced training in learner-centered pedagogy, school safety, foundational literacy, and inclusive education across diverse administrative regions.

131. (C) Content interoperability across different LMS platforms
SCORM (Sharable Content Object Reference Model) compliance establishes technical standards for e-learning software. It ensures interoperability, allowing digital instructional content and course modules to run seamlessly across various Learning Management Systems. Compliance enables institutions to share, reuse, and import digital learning objects freely without encountering software incompatibility issues.

132. (D) Combine low-cost non-projected traditional aids with offline digital materials.
In regions facing frequent power disruptions, effective educational leadership requires adopting context-appropriate technology. Combining reliable traditional non-projected aids—such as chalkboards, charts, and models—with pre-loaded offline digital resources on battery-powered devices ensures continuous instruction. This pragmatic strategy maintains pedagogical momentum and equitable learning access regardless of power grid reliability.

60. (B) It allows lesson notes and annotations to be shared with absent students.
The save and export functionality of interactive whiteboards enables teachers to record all handwritten annotations, diagrams, and digital board activities created during a lesson. These digital files can be archived, converted to accessible formats, and shared with absent students or used for review, ensuring continuous learning opportunities and reliable revision materials without manual note copying.

61. (C) Internet and digital communication networks
E-learning platforms fundamentally depend on high-speed internet infrastructure and digital communication networks to deliver, manage, and facilitate educational experiences. These web-based technologies enable remote content accessibility, cloud storage, real-time data exchange, asynchronous collaboration, and interactive communication between educators and learners worldwide, transcending geographical and physical constraints inherent in traditional educational delivery systems.

62. (D) Students watch online video lectures at home, using class time for interactive problem-solving.
The flipped classroom model reorganizes traditional instructional structures by shifting direct content transmission outside the classroom via pre-recorded online video lectures or e-learning materials. In-person class time is subsequently dedicated to active problem-solving, collaborative projects, critical discussions, and targeted teacher scaffolding, maximizing interactive conceptual application and deeper peer learning under direct educator guidance.

63. (A) Blended learning
Blended learning is an instructional methodology that strategically combines traditional face-to-face classroom teaching with digital online learning activities. This approach leverages the personal interaction and structured guidance of classroom teaching alongside the flexibility, rich multimedia resources, and self-paced opportunities provided by digital platforms, creating an integrated and versatile learning environment for diverse students.

64. (B) Massive Open Online Course
MOOC stands for Massive Open Online Course, an e-learning framework designed to provide unrestricted, scalable, and free or low-cost access to quality education over the internet. MOOCs accommodate thousands of geographically dispersed participants simultaneously, offering structured video lectures, reading materials, interactive user forums, and automated self-assessment quizzes across diverse academic disciplines.

65. (C) I and III only
E-learning platforms provide significant flexibility regarding learning pace, time, and geographical location, while delivering rich multimedia content that accommodates varied learning styles. However, online environments do not inherently guarantee the authenticity of student work or prevent academic dishonesty; maintaining assessment integrity requires robust administrative protocols, specialized proctoring tools, and thoughtful evaluation design by educators.

66. (A) Digital Infrastructure for Knowledge Sharing
DIKSHA stands for Digital Infrastructure for Knowledge Sharing, a comprehensive national educational platform launched by the Ministry of Education in India. It serves as a centralized digital gateway offering open-access educational resources, interactive digital content, teacher training modules, and curriculum-aligned learning materials for students, teachers, and parents across diverse states and languages.

67. (C) Energized Textbooks with QR codes
DIKSHA connects physical textbooks directly to digital learning resources through Energized Textbooks embedded with Quick Response (QR) codes. Scanning these printed codes using a smartphone or tablet immediately redirects users to contextualized digital explanation videos, interactive practice exercises, and supplementary reading materials, seamlessly bridging physical printed media with rich online educational resources.

68. (D) A is false but R is true
The DIKSHA platform is not limited to student learning resources; it functions extensively as an integrated ecosystem hosting professional development tools, teaching resources, and administrative utilities. Concurrently,

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concepts rather than reading dense text line-by-line. Educators should use projected visuals as instructional anchors while maintaining eye contact, prompting discussion, and interacting with students actively to ensure meaningful pedagogical mediation and sustained engagement.

143. (A) Verbal Symbols (Spoken words/Text)
In Edgar Dale's Cone of Experience, verbal symbols—such as written text and spoken words—occupy the apex, representing the highest level of cognitive abstraction. They lack physical, visual, or tactile directness, requiring learners to process formal symbolic codes mentally without the support of concrete direct sensory experiences situated at the cone's base.

144. (B) Chronological time line chart
A timeline chart is a specialized visual display designed to depict historical events, milestones, or developments arranged chronologically along a linear time continuum. By visually mapping dates and corresponding historical occurrences sequentially, it helps learners grasp temporal relationships, historical cause-and-effect sequences, and the overall progression of historical eras clearly.

145. (B) I and III only
Selection of teaching aids requires ensuring factual accuracy, conceptual relevance, and the ability to stimulate active learner interest. An aid must directly support learning objectives; visual appeal without instructional relevance causes cognitive distraction. Effective materials clarify difficult concepts, sustain attention, and encourage active cognitive participation during classroom instruction.

146. (A) Nodes connected by linking words to show relationships
A concept map is a visual graphic organizer consisting of nodes representing core concepts, connected by labeled directional lines or phrases that define relationships. This network structure helps learners organize knowledge hierarchically, map out conceptual connections, visualize complex theoretical frameworks, and integrate new information meaningfully into existing mental schemas.

147. (C) A television documentary on wildlife
A television documentary on wildlife represents an audio-visual aid because it integrates moving visual frames with synchronized narration, ambient natural sounds, and music. By engaging auditory and visual sensory modalities simultaneously, it brings real-world environmental phenomena into the classroom, fostering dynamic engagement and deep conceptual understanding.

148. (A) Both A and R are true and R is the correct explanation of A
Installing an Interactive Whiteboard in a classroom does not automatically guarantee improved educational outcomes. The pedagogical effectiveness of technology depends fundamentally on how the educator designs instruction, integrates interactive features, prompts student inquiry, and facilitates active constructivist learning, reinforcing that technology serves as a tool guided by effective teaching strategies.

149. (C) Applying game elements like points and badges in education to motivate learners
Gamification in educational apps involves integrating game design elements—such as points, achievement badges, leaderboards, immediate progress feedback, and leveled challenges—into non-game educational contexts. This strategy enhances intrinsic and extrinsic student motivation, encourages persistent practice, increases engagement, and transforms routine academic tasks into enjoyable, rewarding learning experiences.

150. (B) Asynchronous video lectures accessed by students outside of class
The flipped classroom model relies heavily on asynchronous educational technology, such as online video lectures, pre-recorded screencasts, and web-based reading modules accessed by students before class. Shifting initial content exposure outside school allows in-person classroom time to be repurposed for collaborative problem-solving, active discussion, and teacher-guided application activities.

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151. (D) Redefinition
In the SAMR technology integration model, Redefinition represents the highest level of transformation, occurring when technology enables the creation of novel learning tasks that were previously inconceivable without digital tools. At this stage, digital capabilities completely reshape learning activities, allowing students to

CHAPTER 06
Classroom Management Techniques

1. Which of the following best defines the ecological model of classroom management?
(A) It views the classroom as a complex environment where multiple interactive events occur simultaneously and require continuous monitoring.
(B) It focuses exclusively on the behaviour modification of individual students through rewards and punishments.
(C) It emphasises the physical arrangement of the classroom as the sole determinant of student engagement.
(D) It relies primarily on strict punitive measures to maintain environmental stability.

2. Identify the incorrect statement regarding the scope of classroom management.
(A) It encompasses the orchestration of physical space, materials, and time.
(B) It involves establishing proactive routines to facilitate student learning.
(C) It is synonymous with classroom discipline and focuses solely on correcting misbehaviour.
(D) It includes fostering a positive classroom climate and building interpersonal relationships.

3. Consider the following statements regarding effective classroom management:
I. It is primarily reactive, addressing issues as they arise during instruction.
II. It maximises academic learning time by minimising disruptions.
III. It promotes student self-regulation and autonomy.
Which of the statements given above is/are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

4. A Principal observing a newly appointed teacher notices that the teacher spends a significant portion of the period arranging materials and taking attendance, leaving little time for instruction. Which aspect of classroom management is primarily lacking?
(A) Behavioural modification
(B) Corrective discipline
(C) Restorative practice
(D) Instructional time management

5. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Effective classroom management requires the teacher to establish authority through dominance and fear.
Reason (R): A supportive and democratic classroom environment often leads to a decrease in student compliance and academic achievement.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. In the context of classroom management, what does the term 'withitness' refer to?
(A) The teacher's ability to remain physically active and move around the classroom.
(B) The teacher's capacity to design culturally responsive pedagogy.
(C) The teacher's awareness of what is going on in all parts of the classroom at all times.
(D) The teacher's skill in applying negative reinforcement effectively.

7. In classroom management, the concept of 'overlapping' is best described as the teacher's ability to:
(A) Merge different subjects into a single interdisciplinary lesson.
(B) Ensure that students sit in overlapping seating arrangements to foster group work.
(C) Overlap the boundaries of classroom rules and school policies.
(D) Attend to two or more issues or activities simultaneously without losing focus.

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161. (B) A board with regularly spaced holes for inserting pegs to hang cards or objects
A pegboard is a non-projected visual display board constructed with regularly spaced, pre-drilled holes. Metallic or wooden pegs inserted into these holes support instructional cards, display items, visual specimens, or mathematical manipulatives, providing a versatile, modular display framework for organizing educational displays and hands-on classroom learning activities.

162. (A) DIKSHA
DIKSHA serves as India's unified national digital infrastructure for school education, aligning with National Education Policy objectives. It centralizes digital learning resources, energized textbooks, teacher training modules, and assessment tools into a single open-access portal, supporting multilingual, inclusive, and standardized high-quality learning across all Indian states and union territories.

163. (C) A constructivist tool for organizing conceptual information
Mind mapping software acts as a constructivist visual tool, enabling learners to generate, organize, structure, and connect concepts visually. By creating spatial diagrams with central ideas branching into sub-topics, mind mapping encourages active cognitive processing, spatial organization of knowledge, creative brainstorming, and deeper structural understanding of complex subject matter.

164. (D) A chart summarizes qualitative info; a graph plots quantitative data.
The functional distinction between a chart and a graph lies in data representation: a chart presents qualitative information, flow sequences, hierarchies, or relationships systematically using text and diagrams, whereas a graph specifically plots quantitative numerical data on coordinate axes or continuous visual scales to illustrate mathematical relationships and trends clearly.

165. (A) I and II only
The spotlight tool on an interactive whiteboard dims surrounding screen content while highlighting a specific circular or rectangular area. This feature focuses learner attention on targeted information, directing visual attention during classroom presentations. It modifies visual exposure temporarily without deleting or altering any un-highlighted background data from the computer.

166. (B) They enable real-time document collaboration accessible across any connected device.
Cloud-based educational applications provide seamless accessibility, allowing students and teachers to create, edit, share, and collaborate on documents in real time from any internet-connected device. Cloud hosting eliminates localized software installation requirements, automatically saves version updates, and supports flexible peer collaboration inside and outside physical classrooms.

167. (D) Optical Overhead Projector (OHP)
The Optical Overhead Projector is a classic projected visual aid that uses light reflection to project enlarged images from transparent plastic acetate sheets onto a screen. While historically essential for classroom instruction, OHPs have largely been replaced by digital document cameras, visualizers, and computer projectors in modern interactive classrooms.

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168. (D) Both A and R are false
Textbooks and print materials remain highly essential, complementary learning tools in modern SMART classrooms. Digital technology enhances instruction but does not render text reading obsolete; foundational literacy, deep comprehension, tactile interaction, and structured reading skills depend heavily on print resources alongside interactive multimedia devices for balanced pedagogical development.

169. (C) Communication
In the acronym ICT, the letter 'C' stands for Communication. ICT encompasses Information and Communication Technology, representing unified electronic systems, networking protocols, telecommunications, and software platforms designed to store, retrieve, transmit, and exchange digital information interactively across global educational networks.

170. (A) Flashcards
Flashcards rely fundamentally on the psychological principle of rapid visual recognition and active memory recall. By presenting brief visual prompts, words, or mathematical expressions on concise cards, flashcards trigger fast mental retrieval, reinforcing stimulus-response connections and strengthening

(A) It is stated in negative terms to clearly define forbidden actions.
(B) It is stated in positive terms, focusing on expected behaviour.
(C) It is highly specific, covering every possible minor infraction.
(D) It is imposed unilaterally by the school administration without student input.

17. A Principal advises a novice teacher on establishing classroom routines. Which of the following routines is least likely to improve classroom management?
(A) A structured procedure for efficiently distributing and collecting daily learning materials.
(B) A clear and structured protocol for students requesting permission to use the washroom.
(C) A rigid rule requiring absolute student silence throughout the entire day.
(D) A predictable and engaging "do-now" or bell-ringer activity at the start of every class.

18. Consider the following steps in establishing a classroom routine:
I. Explain the rationale for the routine to the students.
II. Model the expected behaviour for the routine.
III. Provide opportunities for students to practice the routine.
IV. Provide feedback and reinforce correct execution.
What is the correct logical sequence of these steps?
(A) I, II, III, IV
(B) II, I, III, IV
(C) III, II, I, IV
(D) I, III, II, IV

19. A teacher sets a rule stating, "Do not run, do not shout, and do not throw objects." According to pedagogical best practices, how should this rule be improved?
(A) Make the specific disciplinary punishments for breaking classroom rules more explicit.
(B) Rephrase it positively to state the expected positive behavior.
(C) Increase the total number of negative prohibitions to cover all possible misbehaviours.
(D) Remove the rule entirely and allow natural consequences to take their course naturally.

20. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Positive discipline focuses on teaching students self-control and responsibility rather than merely demanding compliance.
Reason (R): Positive discipline relies heavily on physical punishment to ensure students understand the severity of their actions.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

21. Which of the following is a core tenet of the Positive Discipline model?
(A) Applying behavior modification through systematic external rewards and incentives.
(B) Using logical consequences over arbitrary punishment.
(C) Establishing a strict authoritarian hierarchy of dominant teacher control.
(D) Applying rigid zero-tolerance disciplinary policies for all minor infractions.

22. In the framework of positive discipline, which of the following is considered an alternative to traditional punitive time-outs?
(A) A designated calm-down corner
(B) Mandatory physical or corporal punishment
(C) Public shaming in front of peers
(D) Reduction of academic performance grades

23. Consider the following statements about positive discipline strategies:
I. They emphasise mutual respect between teacher and student.
II. They aim to identify the belief behind the misbehaviour.
III. They focus on solutions rather than retribution.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

24. A student consistently forgets to bring their textbook to class. Instead of yelling or assigning extra homework, the teacher asks the student to keep a spare textbook in the classroom locker. This approach is an example of:

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printed on chapter pages. Scanning these codes with a mobile device connects physical textbook topics directly to online digital learning materials, including explanation videos, interactive simulations, and assessment quizzes, enriching physical textbooks with dynamic digital multimedia resources.

181. (C) Inequalities in outcomes resulting from tech use
The third-level digital divide moves beyond hardware access and skill levels to focus on the inequalities in tangible real-world outcomes resulting from technology use. It examines how different socioeconomic groups leverage digital tools to achieve educational attainment, career advancement, and economic mobility, highlighting systemic gaps in translating digital access into meaningful life success.

182. (B) Set up one SMART classroom with a shared rotational timetable for all grades.
Strategic administrative planning balances fiscal efficiency with equitable technology exposure by setting up a centralized SMART classroom managed through a shared rotational timetable. This shared framework guarantees that all grade levels gain regular hands-on access to advanced digital tools without incurring unsustainable costs, promoting equitable technological exposure across the entire student body.

183. (D) A video conference (e.g., Google Meet, MS Teams)
Video conferencing platforms operate as two-way interactive audio-visual communication tools. Unlike passive broadcast television or pre-recorded videos, platforms like Google Meet enable synchronous, bidirectional audio and video transmission, allowing educators and students to communicate, share screens, ask questions, and collaborate interactively in real time despite geographical distance.

184. (A) Planned shot sequences for a video or multimedia project
Storyboarding in instructional design involves creating a sequential visual outline, sketch series, or graphic draft planning the shot sequences, text content, and audio transitions for an educational video or multimedia project. It provides a structured visual layout that guides production, ensuring organized content delivery before digital media development begins.

185. (B) I and III only
Mobile learning leverages personal smartphones and tablets widely owned by learners, promoting ubiquitous educational access. It bridges learning across formal classroom settings and informal home environments seamlessly. Far from being unsuitable for adult education, m-learning is extensively utilized in higher education and professional development due to its flexibility, self-paced access, and portability.

186. (A) Built-in quiz modules with automated feedback
Built-in quiz modules equipped with immediate automated feedback represent a critical Learning Management System feature for formative assessment. These automated quizzes provide instant diagnostic data to students regarding conceptual understanding, while giving teachers continuous performance analytics to identify learning gaps and adjust ongoing classroom instruction effectively.

187. (D) Recording ideas interactively during group brainstorming sessions
Flip charts serve as effective traditional visual aids for interactive group brainstorming sessions. Mounted on easels, large paper sheets allow teachers or student leaders to record ideas, map spontaneous suggestions, and summarize group discussions rapidly. Pages can be flipped or detached and posted, preserving visual notes for class evaluation and collective learning.

188. (A) Both A and R are true and R is the correct explanation of A
Textbooks require continuous updating and revision to reflect knowledge expansion, emerging scientific discoveries, and evolving curriculum frameworks. Outdated textbooks risk conveying obsolete theoretical approaches and outdated facts, making regular updates essential to align printed instructional materials with modern educational standards and contemporary pedagogical practices.

189. (C) Cuisenaire rods used in mathematics
Cuisenaire rods are tactile mathematical manipulatives that serve as experiential, non-projected teaching aids. Differing in color and length, these physical rods allow students to manipulate concrete objects directly, visualising numerical values, fractions, algebraic concepts, and arithmetic operations hands-on, bridging

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collaborate globally, create multimedia products, and engage in real-world inquiry.

152. (A) Provide targeted mentoring on integrating digital tools with storytelling.
When teachers resist technology integration due to preferred traditional methods, school leaders should provide supportive, targeted professional mentoring. Demonstrating how digital tools—such as audio podcasts, digital archives, or interactive timelines—can enhance traditional storytelling helps educators integrate technology meaningfully without abandoning established, effective pedagogical strengths.

153. (C) It provides transparent criteria-based grading for student assignments.
Integrating a scoring rubric into a Learning Management System provides clear, objective, criteria-based evaluation benchmarks for assessing student work. Rubrics clearly outline performance expectations, grading standards, and specific feedback categories, ensuring consistent, transparent grading while helping students understand how their work is evaluated against targeted learning outcomes.

154. (A) A 3D scale model of the solar system
Teaching spatial relationships, planetary proportions, and relative orbits within the solar system is achieved most effectively through a 3D scale model. Unlike flat 2D diagrams or text, a physical or digital 3D model offers spatial realism, helping learners visualize orbital planes, planetary rotations, and comparative physical sizes accurately.

155. (D) Screen capture or snipping tool
The screen capture or snipping tool on an interactive whiteboard allows teachers to select, cut, and capture specific sections of digital images, web pages, or documents. Captured content is placed directly onto the interactive canvas, where educators and students can write electronic notes, draw diagrams, highlight details, and integrate external digital media into live lessons.

156. (B) Learning where participants access materials at their own convenience
Asynchronous e-learning refers to learning environments where instructional delivery and learner participation do not occur simultaneously in real time. Students access online pre-recorded video lectures, digital readings, and assessment tasks independently, allowing them to progress through course materials at their own preferred pace, schedule, and location without requiring real-time teacher presence.

157. (C) Content is logically sequenced from simple to complex concepts.
A high-quality educational textbook features logically structured content that progresses systematically from basic foundational concepts to advanced complex ideas. This developmental sequencing aligns with cognitive learning principles, allowing students to build upon prior knowledge, consolidate understanding step-by-step, and navigate learning materials independently without experiencing cognitive overload or conceptual gaps.

158. (D) Abstract theoretical transmission to hands-on experiential understanding
Integrating ICT tools like virtual laboratories and computer simulations shifts classroom pedagogy from abstract, verbal instruction to hands-on experiential discovery. Learners actively manipulate variables, test hypotheses, and observe dynamic scientific processes virtually, bridging theoretical concepts with practical application and fostering deeper inquiry-based understanding across scientific disciplines.

159. (A) A 3D miniature scene representing an event or habitat
A diorama is a three-dimensional miniature visual display that depicts a specific scene, natural habitat, historical event, or geological formation. It combines sculpted physical models and background artwork framed within a box casing, giving learners a concrete, realistic spatial representation of complex real-world environments inside the classroom.

160. (B) Lack of continuous pedagogical training aligned with technical skills
A major barrier to effective classroom technology integration is the lack of continuous professional development connecting technical operating skills with pedagogical application. Simply providing digital hardware without training teachers on how to embed tools into instructional design results in underutilization or superficial technology use during daily classroom instruction.

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prevents penalizing disadvantaged students, maintaining inclusive educational standards and equal learning opportunities for all learners.

199. (D) Standing at a 45-degree angle to maintain board visibility and eye contact.
When utilizing a chalkboard, effective instructional technique requires the teacher to stand at approximately a 45-degree angle to the board. This position allows the educator to write clearly while avoiding blocking the students' line of sight, maintaining continuous eye contact, and managing classroom interaction while presenting visual content on the board.

200. (A) To create interactive, experiential learning that improves student competencies
Modern educational policies emphasize integrating instructional aids and technology to transform traditional classrooms into dynamic, interactive, and experiential learning environments. The ultimate goal is to enhance student conceptual understanding, foster critical thinking and digital competencies, and support meaningful skill acquisition, utilizing technology as a powerful pedagogical tool under active teacher guidance.

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automaticity during vocabulary building and fundamental factual practice sessions.

171. (D) Direct-To-Home DTH TV channels
The SWAYAM PRABHA initiative delivers educational content primarily through a suite of 24/7 Direct-To-Home (DTH) television channels across India. Utilizing satellite technology, it broadcasts high-quality curriculum-mapped lessons directly to homes, ensuring equitable visual learning access for students living in areas without high-speed internet connectivity.

172. (B) The interactive simulation to dynamically demonstrate processes and variables.
Demonstrating complex, multi-stage dynamic processes like the water cycle is achieved best through interactive digital simulations when technical infrastructure permits. Simulations allow learners to visualize continuous movement, manipulate variables such as temperature, and observe cause-and-effect relationships dynamically, fostering deeper conceptual understanding than static visual charts or text.

173. (C) Combining online digital media with traditional classroom methods
Blended learning is an instructional framework that combines traditional face-to-face classroom teaching with digital online instructional media. This hybrid approach integrates the social interaction, immediate feedback, and structured guidance of classroom instruction with the flexible, self-paced, multimedia-rich resources of web-based learning platforms to optimize student learning outcomes.

174. (D) Ideal teacher knowledge for integrating technology to teach specific content
Within the TPACK framework, the central intersection of Technological, Pedagogical, and Content Knowledge represents the ideal knowledge required by teachers to integrate technology effectively. It reflects an educator's ability to select appropriate digital tools and pedagogical strategies to teach specific subject concepts clearly, transforming complex content through technology integration.

175. (A) I, II and III only
Effective ICT teacher training must emphasize pedagogical integration strategies rather than mechanical hardware skills, supported by ongoing technical assistance and positive teacher attitudes toward technology. One-time training workshops are insufficient; continuous professional development is necessary to adapt to evolving digital tools, maintaining long-term pedagogical effectiveness in technology-enhanced classrooms.

176. (B) Classification or tree chart
A classification or tree chart features a hierarchical branching visual structure, beginning with a broad primary concept at the top and branching downward into specific sub-categories and components. This logical arrangement helps learners organize categorical relationships, understand taxonomy structures, and visualize systemic relationships across various scientific and academic subjects.

177. (B) An optical illusion of 3D depth created from two slightly offset 2D pictures
A stereoscope is an optical visual aid designed to present two slightly different two-dimensional images to each eye independently. The brain merges these offset images to create a convincing illusion of three-dimensional depth and spatial solidity, allowing viewers to observe visual specimens, geographical landforms, or historical scenes with realistic perspective.

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178. (A) Facilitator and mentor of learning
In classrooms utilizing e-learning platforms and ICT tools, the teacher's role shifts from being the sole authoritative transmitter of information to a facilitator and mentor of learning. The educator guides inquiry, scaffolds complex problem-solving tasks, monitors progress, and fosters active, self-directed knowledge construction among students operating in technology-rich environments.

179. (C) Screen reader software and audio books
Screen reader software and structured audio books serve as essential auditory instructional aids for visually impaired students. Screen readers convert digital on-screen text into synthetic speech output, enabling visually impaired learners to navigate educational content, access digital literature, and complete study tasks independently using dedicated auditory channels.

180. (D) Provide QR codes linking printed topics to digital multimedia content
Energized Textbooks under the DIKSHA platform contain Quick Response (QR) codes

8. A school scenario involves a teacher who successfully maintains a brisk pace during a lesson, ensuring that there are no slow-downs or unnecessary digressions. Which principle of classroom management is this teacher demonstrating?
(A) Smoothness and momentum
(B) Group alerting
(C) Satiation avoidance
(D) Desist strategies

9. Consider the following principles of effective classroom management:
I. Establishing a structured environment with predictable routines.
II. Focusing primarily on teacher-directed lecture methods to control behaviour.
III. Using non-verbal cues to redirect off-task behaviour gently.
IV. Promoting student engagement through varied and meaningful activities.
Which of the statements given above are correct?
(A) I, II and III
(B) I, II and IV
(C) I, III and IV
(D) II, III and IV

10. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Preventive discipline is generally more effective than corrective discipline in fostering long-term appropriate behaviour.
Reason (R): Preventive discipline addresses the root causes of misbehaviour and creates an environment where disruptive behaviour is less likely to occur.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. Which of the following pairs is incorrectly matched regarding classroom management models?
(A) Jacob Kounin – Assertive Discipline
(B) B.F. Skinner – Behaviour Modification
(C) William Glasser – Choice Theory
(D) Rudolf Dreikurs – Logical Consequences

12. A teacher clearly outlines the expectations for entering the classroom, submitting assignments, and asking for help during the first week of school. This strategy is an example of:
(A) Corrective discipline
(B) Punitive discipline
(C) Preventive discipline
(D) Restorative discipline

13. Which of the following represents a corrective discipline strategy rather than a preventive one?
(A) Establishing clear classroom norms and behavioral expectations collaboratively.
(B) Organizing the physical layout of the classroom to minimize heavy traffic jams.
(C) Using proactive proximity control by standing near a potentially disruptive student.
(D) Issuing a formal verbal warning and time-out to a student who interrupts a peer.

14. Consider the following statements regarding the difference between preventive and corrective discipline:
I. Preventive discipline focuses on environmental design and lesson planning.
II. Corrective discipline involves intervening after a misbehaviour has occurred.
III. Preventive discipline relies heavily on punitive sanctions.
Which of the statements given above is/are correct?
(A) I only
(B) I and II
(C) II and III
(D) I, II and III

15. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Establishing consistent routines at the beginning of the academic year decreases the amount of instructional time lost to managerial tasks.
Reason (R): Routines automate daily tasks, reducing the cognitive load on students and allowing them to focus on academic content.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. In the context of establishing classroom rules, which characteristic makes a rule most effective?

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concrete physical experience with abstract mathematical reasoning effectively.

190. (D) Providing multiple means of representation and engagement
Universal Design for Learning (UDL) is an instructional framework that guides the creation of flexible learning environments accommodating diverse student needs. Adhering to UDL principles requires providing multiple means of representation, expression, and engagement, ensuring that curriculum materials cater to varied learning styles, linguistic backgrounds, physical abilities, and cognitive needs across inclusive classrooms.

191. (A) Apps focus on specific skills, while an LMS manages entire courses.
An educational app is typically designed to target discrete skills or topics—such as language practice, vocabulary drills, or basic math games—through focused interactive tasks. Conversely, a Learning Management System (LMS) provides a comprehensive administrative framework designed to deliver, organize, track, grade, and manage complete academic courses and institutional training programs.

192. (B) Conduct a workshop on digital literacy and research-based tasks.
When teachers misuse online open resources by requiring verbatim copying, administrators should implement pedagogical professional development. Conducting workshops on digital literacy, research design, and inquiry-based learning guides teachers on how to construct critical tasks that require students to evaluate, synthesize, and apply web information rather than engage in passive transcription.

193. (B) Increasing student engagement and obtaining real-time formative data
Utilizing Audience Response Systems—such as student clickers or mobile polling applications—during classroom instruction boosts active student participation. By allowing all learners to submit answers instantly during lectures, these tools collect immediate formative data, giving educators real-time feedback on class understanding while maintaining high levels of engagement and interactive discussion.

194. (A) A silent animated GIF or slide projection
A silent animated GIF or optical slide projection is classified strictly as a projected visual aid, operating without integrated audio channels. It utilizes optical projection to display enlarged visual images or silent motion sequences on a screen, relying entirely on visual perception and teacher commentary to convey instructional meaning to learners.

195. (C) Content must be accurate and aligned with curriculum objectives.
Selecting an educational video for classroom instruction requires ensuring that its visual content is factually accurate, age-appropriate, and directly aligned with target curriculum learning objectives. High production values or entertainment factors are secondary; the video must clarify specific subject concepts, support pedagogical goals, and integrate meaningfully into the structured lesson plan.

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196. (D) Evaluating digital content, safety, and ethical resource usage
Digital literacy for educators extends beyond operating basic computing equipment to encompass critical cognitive and pedagogical competencies. It involves evaluating digital media critically, practicing internet safety, respecting copyright laws, guiding ethical technology usage, and selecting high-quality open educational resources that align meaningfully with target instructional objectives and inclusive educational practices.

197. (C) Mukta Vidya Vani and Shiksha Vani
Under the PM eVIDYA framework, initiatives like Mukta Vidya Vani (web audio broadcasting) and CBSE's Shiksha Vani podcast platform utilize radio and audio technology to reach learners. These auditory channels provide portable, flexible educational delivery, ensuring learning continuity for socioeconomically disadvantaged students who lack reliable television access or high-speed internet connections.

198. (B) Provide printed workbooks and offer digital access during school hours.
To ensure equity across socioeconomically diverse student populations lacking digital access at home, school leaders should adopt balanced strategies. Providing physical printed workbooks for home assignments while offering supervised access to digital tools during school hours

(A) Traditional punitive discipline
(B) Behavioral negative reinforcement
(C) A structured token economy system
(D) Logical consequence

25. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Punitive discipline often leads to compliance based on fear rather than genuine internalisation of good behaviour.
Reason (R): Punitive measures focus on what the student did wrong and impose a penalty, rather than teaching the correct alternative behaviour.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. Which of the following is a well-documented drawback of using purely punitive discipline in schools?
(A) It permanently eradicates all underlying root causes of student misbehaviour.
(B) It significantly improves and strengthens the overall teacher-student relationship.
(C) It increases student alienation and dropout rates.
(D) It enhances intrinsic motivation and academic engagement among all students.

27. Identify the correct pair representing an administrative disciplinary measure and its alternative framework.
(A) Corporal punishment – Authoritarian management
(B) Grade docking – Permissive management
(C) Public reprimand – Behavioural extinction
(D) Zero tolerance policy – Restorative justice

28. Which of the following scenarios best demonstrates an alternative to punitive discipline in a school setting?
(A) A disruptive student reflects on their behaviour and makes amends to peers.
(B) A student caught vandalising classroom furniture is suspended for three full days without a hearing.
(C) A student who verbally insults a peer is publicly forced to wear a humiliating sign labeling them a bully.
(D) A student who arrives late to class is made to stand silently outside the classroom for the entire period.

29. Consider the following drawbacks of punitive discipline:
I. It can create a hostile classroom climate.
II. It typically addresses the symptom rather than the underlying emotional need.
III. It promotes critical thinking and self-regulation.
IV. It can disproportionately affect marginalised student populations.
Which of the statements given above are correct?
(A) I, II and III
(B) I, II and IV
(C) II, III and IV
(D) I, III and IV

30. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Managing a large classroom (e.g., 50+ students) requires more emphasis on structured routines and procedures than a smaller classroom.
Reason (R): In large classrooms, individualised attention is naturally abundant, reducing the need for whole-class instructional strategies.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

31. When managing a large classroom, which of the following instructional strategies is most effective for ensuring active participation among all students?
(A) Continuous teacher-led lecturing for the entire duration.
(B) Think-Pair-Share and small group collaborative tasks.
(C) Unstructured free-play without clear objectives.
(D) Calling only on students who raise their hands first.

32. In large classrooms, the concept of the 'action zone' (the area where the teacher interacts most with students) typically naturally forms in which shape if seating is in traditional rows?
(A) A wide circular arrangement positioned specifically at the back of the room.

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(B) Ecological validity
(C) Academic pressure
(D) Authoritarian control

65. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Building strong rapport with students requires a teacher to act primarily as a peer or friend rather than an authoritative figure.
Reason (R): Establishing professional boundaries prevents teachers from developing a culturally responsive understanding of their students.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

66. Which of the following teacher behaviours is most effective in building positive rapport with students at the secondary level?
(A) Refusing to discuss any non-academic topics.
(B) Memorising students' names quickly and pronouncing them correctly.
(C) Showing favouritism to the highest-achieving students to motivate others.
(D) Using formal, detached language at all times to maintain authority.

67. To build rapport, a teacher uses the strategy of 'active listening' when a student approaches with a problem. Which of the following best exemplifies active listening?
(A) Frequently interrupting the student to offer an immediate, unsolicited solution.
(B) Looking down at a mobile phone while the student speaks to demonstrate multitasking.
(C) Dismissing and minimising the student's personal problem by stating it is not a big deal.
(D) Maintaining eye contact, nodding, and paraphrasing the student's concern.

68. Consider the following strategies for building rapport:
I. Greeting students at the door as they enter.
II. Showing genuine interest in students' extracurricular activities.
III. Sharing appropriate, relatable personal anecdotes during lessons.
IV. Openly discussing other students' grades to promote transparency.
Which of the statements given above are correct?
(A) I, II and III
(B) I, II and IV
(C) II, III and IV
(D) I, III and IV

69. A Principal observes that a teacher has excellent rapport with the class, resulting in very few discipline issues. When interviewed, the teacher states, "I make sure to correct behaviour privately, but praise publicly." What principle is this teacher applying?
(A) Preserving student dignity
(B) Applying the Premack Principle
(C) Enforcing authoritarian compliance
(D) Scaling a token economy system

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70. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Smooth transitions between instructional activities significantly reduce the likelihood of student misbehaviour.
Reason (R): Unstructured time during transitions often creates a vacuum where off-task and disruptive behaviours can easily emerge.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

71. In classroom management, a 'transition' refers to:
(A) The administrative transfer of an enrolled student from one school institution to another.
(B) The cognitive developmental shift from concrete operational to formal operational thinking.
(C) The procedural process of modifying a student's final academic grade based on extra credit.
(D) Moving from one instructional activity or physical location to another.

72. Which of the following is the most effective proactive strategy for managing transitions between activities?
(A) Giving instructions for the next activity only after students have already started moving.
(B) Allowing transitions to take as much open-

refers to the time students are successfully and actively engaged in learning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

41. In the context of time management within a lesson, what does 'engaged time' refer to?
(A) The total cumulative number of hours a student spends present inside the school building.
(B) The specific block of time scheduled on the official school timetable for a given subject.
(C) The time students actively pay attention and work on learning tasks.
(D) The non-instructional time taken by the teacher to take attendance and organize materials.

42. A teacher plans a 40-minute lesson. She spends 15 minutes checking homework, 5 minutes resolving a discipline issue, and 20 minutes lecturing. Which aspect of effective time management is most compromised here?
(A) Transition time
(B) Allocated time
(C) Administrative time
(D) Academic Learning Time

43. Consider the following strategies for effective time management within a lesson:
I. Having materials prepared and accessible before students arrive.
II. Using sponge activities (short educational activities) to fill unexpected gaps in instruction.
III. Extending the lesson well into the break time to finish the syllabus.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

44. A scenario in a classroom shows a teacher transitioning from a science experiment to a textbook reading. The teacher does not give clear instructions on where to place the equipment, leading to 10 minutes of chaos. This failure in management is specifically related to:
(A) Handling of severe disciplinary infractions
(B) Behaviour modification
(C) Formation of cluster seating
(D) Management of transition time

45. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Ignoring minor, non-disruptive misbehaviour (extinction) can sometimes be an effective classroom management strategy.
Reason (R): Reacting to every minor infraction can disrupt the momentum of the lesson and inadvertently reinforce the misbehaviour by giving it attention.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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46. When addressing a student who is continually interrupting the class, the principle of 'least intervention' suggests the teacher should first try:
(A) Immediately sending the student directly to the Principal's office.
(B) Using non-verbal cues like eye contact or proximity.
(C) Issuing a severe formal written disciplinary warning.
(D) Assigning mandatory after-school detention.

47. Which of the following is considered the most appropriate initial strategy for handling a sudden verbal altercation between two students during a lesson?
(A) Completely ignore the disruptive situation and continue delivering the lesson.
(B) Ask the rest of the observing class to publicly judge which student is at fault.
(C) Intervene calmly to separate students and ensure safety.
(D) Expel both involved students from the school setting permanently on the spot.

48. Consider the following techniques for handling disruptive behaviour:
I. Private redirection rather than public reprimand.
II. Arguing with the student in front of the class to establish authority.
III. Using 'I' messages to communicate the impact of the behaviour.

classroom requires a rigid, uniform approach where every student is treated exactly the same regardless of background or ability.
Reason (R): Equity in education means providing uniform instruction so that no student receives preferential treatment.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

96. In the context of managing student diversity in a single classroom, what does 'differentiated instruction' primarily entail?
(A) Grouping students by measured intelligence permanently and teaching them different curricula.
(B) Tailoring instruction, process, and products to meet diverse student needs.
(C) Systematically giving less academic work to students coming from marginalised backgrounds.
(D) Focusing daily classroom instruction solely on the hypothetical average learner in class.

97. Which framework is most commonly associated with proactively designing classroom environments and instructional strategies to be accessible to diverse learners, including Children with Special Needs (CWSN)?
(A) The Deficit Model of Education
(B) The Medical Model of Disability
(C) Universal Design for Learning
(D) Assertive Discipline Model

98. Consider the following strategies for managing diversity in the classroom:
I. Using culturally responsive pedagogy that validates students' backgrounds.
II. Employing flexible grouping strategies (homogeneous and heterogeneous).
III. Enforcing an 'English-only' policy to assimilate multilingual learners quickly, ignoring their mother tongue.
IV. Providing multiple means of representation, expression, and engagement.
Which of the statements given above are correct best practices?
(A) I, II and III
(B) I, II and IV
(C) II, III and IV
(D) I, III and IV

99. A Principal observes a classroom where the teacher provides written instructions on the board, gives verbal directions, and shows a quick diagram for a task. This multifaceted approach is a management strategy primarily designed to address:
(A) Diverse learning styles
(B) Severe disciplinary infractions
(C) Chronic bullying incidents
(D) Inefficient transition time

100. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A well-managed classroom is characterised by absolute silence and students sitting rigidly in their seats at all times.
Reason (R): Absolute silence ensures that students are engaged in deep cognitive processing without any social distraction.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

101. Which of the following is a primary characteristic of a 'democratic classroom' environment?
(A) The classroom teacher completely relinquishes all structural authority to the students.
(B) Students help make decisions and take responsibility for learning and behavior.
(C) Classroom discipline is maintained exclusively through informal student peer pressure.
(D) The academic curriculum content is determined strictly by a daily student vote.

102. In classroom management theory, what are the four mistaken goals of misbehaviour?
(A) Physical hunger, general fatigue, boredom, and sudden anger.
(B) Personality traits of extroversion, introversion, neuroticism, and psychosis.
(C) Attention, power, revenge, and display of inadequacy.
(D) External peer pressure, parental neglect, academic failure, and teacher bias.

103. Consider the following scenario: A student frequently interrupts the teacher with irrelevant questions. When the teacher ignores the

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behavior; negative removes an unpleasant stimulus to increase behavior.
(C) Positive reinforcement acts as a reward, while negative reinforcement acts as a form of punishment.
(D) Both strategies function primarily to reduce the likelihood of a specific behavior occurring again.

57. Identify the incorrect statement regarding the use of praise as a positive reinforcement in the classroom.
(A) Praise should be specific and descriptive rather than general.
(B) Praise should focus on the student's effort and strategy rather than innate intelligence.
(C) Praise should be sincere and credible.
(D) Praise is most effective when it compares the student's performance to their peers.

58. Consider the following types of positive reinforcers used in classrooms:
I. Social reinforcers (e.g., praise, a smile)
II. Tangible reinforcers (e.g., stickers, certificates)
III. Activity reinforcers (e.g., leading a game, free reading time)
Which of the above are valid categories of positive reinforcement?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

59. A Principal advises staff that relying solely on tangible extrinsic rewards (like candy or toys) for completing basic academic tasks can be detrimental. What is the psychological justification for this advice?
(A) It directly violates the fundamental theoretical principles of classical conditioning.
(B) Tangible external rewards function unintentionally as behavioral negative reinforcers.
(C) It causes the 'overjustification effect', undermining intrinsic motivation.
(D) It causes students to become completely detached and overly independent of instruction.

60. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A positive classroom climate is purely a byproduct of the physical infrastructure and facilities available in the school.
Reason (R): Socio-emotional factors, such as teacher-student relationships and peer interactions, play a minor role compared to modern classroom technology.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

61. In the conceptualisation of classroom environments, which of the following is NOT one of the three primary dimensions of classroom climate?
(A) Relationship Dimension
(B) Personal Growth Dimension
(C) System Maintenance and Change Dimension
(D) Financial Autonomy Dimension

62. Which factor contributes most significantly to building a supportive and emotionally safe classroom climate?
(A) The strict enforcement of a zero-tolerance discipline policy.
(B) The use of norm-referenced, highly competitive grading practices.
(C) The physical isolation of low-performing students to prevent distraction.
(D) The teacher's demonstration of empathy, fairness, and active listening.

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63. Consider the following elements contributing to a positive classroom climate:
I. High expectations for student achievement.
II. Clear and consistent rules.
III. Frequent use of sarcasm to correct minor errors.
IV. Mutual respect among peers.
Which of the elements given above contribute to a positive classroom climate?
(A) I, II and III
(B) I, II and IV
(C) II, III and IV
(D) I, III and IV

64. A school scenario shows a classroom where students feel comfortable taking academic risks, asking questions without fear of mockery, and expressing differing opinions. This environment is best described as having high:
(A) Psychological safety

(D) Immediate corporal punishment

80. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Bullying is merely a normal rite of passage in child development and should be ignored unless physical injury occurs.
Reason (R): Bullying involves a systematic imbalance of power and intentional harm, which can cause severe long-term psychological damage if unaddressed.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

81. Which of the following is NOT typically classified as a form of bullying in the school environment?
(A) Consistently spreading malicious rumours and socially excluding a peer from the group.
(B) Engaging in repeated physical intimidation or ongoing extortion of lunch money from peers.
(C) An isolated argument between friends of equal standing.
(D) Sending repeated hostile or threatening messages via social media platforms (cyberbullying).

82. Comprehensive school-wide bullying prevention programs emphasize addressing bullying at multiple levels. Which group is considered the most critical target for shifting the school culture away from bullying?
(A) Focusing interventions exclusively on the bullies themselves.
(B) Providing supportive counselling exclusively to the victims.
(C) The bystanders, empowering them to be upstanders.
(D) Involving and educating the parents of the bullies directly.

83. Consider the following steps a school can take to address bullying:
I. Implementing clear reporting mechanisms for students.
II. Conducting regular climate surveys to assess the prevalence of bullying.
III. Ensuring supervision in unstructured areas like playgrounds and corridors.
IV. Promoting a policy where victims are blamed for provoking the bully.
Which of the statements given above are correct?
(A) I, II and III
(B) I, II and IV
(C) II, III and IV
(D) I, III and IV

84. A student reports to the Principal that she is being repeatedly teased and excluded by a group of girls online after school hours. What is the most appropriate action under modern school administration guidelines?
(A) Dismiss the complaint immediately because the incident occurs outside physical school grounds.
(B) Advise the victimized student to retaliate online to stand up for themselves.
(C) Investigate, as cyberbullying affects student safety and school performance.
(D) Confiscate the victim's personal mobile phone permanently to prevent further online access.

85. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Restorative practices in schools focus on repairing harm and rebuilding relationships rather than solely punishing the offender.
Reason (R): Restorative justice requires the offender to take responsibility for their actions and understand the impact on the victim and the community.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. Which of the following is a primary tool used in restorative classroom practices?
(A) In-school suspension
(B) The restorative circle (or community circle)
(C) Corporal punishment
(D) Writing lines (e.g., "I will not talk in class" 100 times)

87. In a restorative conversation after a conflict, which question is a facilitator most likely to ask the person who caused the harm?
(A) Why did you choose to do such an

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ended time as students need to feel fully relaxed.
(C) Publicly punishing or reprimanding the last student who finishes completing the transition.
(D) Using a consistent, pre-taught signal to initiate the transition.

73. Consider the following steps in managing a classroom transition:
I. Get the attention of the entire class.
II. Provide clear, step-by-step instructions for what to do.
III. Give a signal to begin the transition.
IV. Observe the students and provide feedback on how they transitioned.
What is the most logical sequence for executing a transition?
(A) I, II, III, IV
(B) II, I, III, IV
(C) III, I, II, IV
(D) I, III, II, IV

74. A classroom scenario shows that whenever it is time to put away maths materials and take out science notebooks, the noise level rises unacceptably and takes 5 minutes to settle. Which action by the teacher would best solve this?
(A) Assigning extra punitive maths homework tasks to the entire class as a consequence.
(B) Consistently sending the noisiest individual students to the Principal's office daily.
(C) Completely eliminating the science subject from the weekly instructional timetable.
(D) Teaching and practising a specific transition routine until it is fast.

75. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Group alerting is a technique used to keep all students attentive during recitation, even when only one student is answering a question.
Reason (R): Group alerting involves calling on a student before asking the question, so the rest of the class knows they do not need to think about the answer.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. Which of the following is a key strategy for maintaining accountability during small group work?
(A) Assigning a single collective grade to the entire group without assessing individual student contributions.
(B) Assigning specific roles (like timekeeper or recorder) to each member.
(C) Allowing student groups to form purely socially without any active teacher guidance or intervention.
(D) Leaving the classroom entirely unattended to grant student groups total learning independence.

77. When employing cooperative learning strategies, 'positive interdependence' means:
(A) Students continuously rely on the teacher to provide positive verbal reinforcement.
(B) Group members succeed only when every other member succeeds.
(C) Students must agree on all discussion topics without debate to maintain harmony.
(D) The entire student group is positively excused from undergoing individual assessments.

78. Consider the following techniques for group management:
I. Establishing a signal to quickly quiet all groups.
II. Circulating the room to monitor group progress (roaming).
III. Intervening immediately if a group struggles with a complex concept, providing the direct answer.
IV. Ensuring task instructions are visible on the board.
Which of the statements given above are correct practices?
(A) I, II and III
(B) I, II and IV
(C) II, III and IV
(D) I, III and IV

79. A Principal observes a class where students in groups are off-task and chatting about non-academic topics. The teacher is sitting at the desk grading papers. What group management technique is completely absent?
(A) Active physical monitoring
(B) Restorative justice practices
(C) Collaborative co-creation of rules

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IV. Identifying the antecedent or trigger of the behaviour.

Which of the statements given above are correct?
(A) I, II and III
(B) I, III and IV
(C) II, III and IV
(D) I, II, III and IV

49. A student throws a paper aeroplane during a lecture. The teacher calmly walks over, picks up the aeroplane without stopping the lecture, drops it in the bin, and continues teaching while standing near the student. This strategy is an example of:
(A) Systematic positive reinforcement
(B) Immediate corporal punishment
(C) A formal restorative justice circle
(D) Proximity control

50. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Behaviour modification techniques in the classroom are primarily based on the principles of operant conditioning.
Reason (R): Operant conditioning postulates that behaviour is shaped and maintained by its consequences (reinforcements and punishments).
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

51. In behaviour modification, what does the 'Premack Principle' involve?
(A) Preemptively punishing a student before a misbehaviour occurs based entirely on their past history.
(B) Completely ignoring an undesirable student behaviour until it naturally undergoes total extinction.
(C) Pairing a preferred activity to reinforce a less preferred activity.
(D) Applying structured token economy reinforcement systems exclusively for formal academic grades.

52. A teacher implements a system where students earn 'class stars' for completing homework and demonstrating good behaviour. These stars can be exchanged for privileges like extra library time. This is an example of:
(A) Negative reinforcement
(B) Shaping
(C) Classical conditioning
(D) A token economy

53. Consider the following behaviour modification techniques:
I. Shaping involves reinforcing successive approximations of a desired behaviour.
II. Extinction involves providing a positive reward to eliminate an undesirable behaviour.
III. Negative reinforcement involves removing an aversive stimulus to increase a desired behaviour.

Which of the statements given above is/are correct?
(A) I only
(B) I and III
(C) II and III
(D) I, II and III

54. A teacher wants a hyperactive student to remain in his seat for 20 minutes. Initially, the teacher praises the student for remaining seated for 5 minutes, then 10 minutes, gradually increasing the requirement. This technique is known as:
(A) Flooding
(B) Shaping
(C) Punishment
(D) Time-out

55. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Positive reinforcement is most effective when it is delivered randomly and long after the desired behaviour has occurred.
Reason (R): Delayed reinforcement prevents the student from associating the reward solely with immediate compliance.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

56. Which of the following statements best describes the difference between positive reinforcement and negative reinforcement?
(A) Positive adds a pleasant stimulus to increase behavior; negative adds an unpleasant stimulus to decrease behavior.
(B) Positive adds a pleasant stimulus to increase

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irresponsible and stupid thing during class?
(B) Which specific school rule did you break and what is the designated punishment?
(C) What happened, and who has been affected by your actions?
(D) Don't you already know much better than to act in this unacceptable way?

88. Consider the following statements about restorative practices:
I. They require voluntary participation from the conflicting parties to be fully effective.
II. They replace all necessary administrative safety consequences, including those for severe violence.
III. They utilise affective statements (e.g., "I feel upset when...") to communicate feelings.
Which of the statements given above is/are correct?
(A) I only
(B) I and III
(C) II and III
(D) I, II and III

89. Two students get into a loud argument that disrupts the class. Instead of sending them to the Principal for suspension, the teacher facilitates a mediation session where both students express their feelings, listen to each other, and agree on a plan to avoid future conflicts. This is an application of:
(A) Zero tolerance policy
(B) Behavioural extinction
(C) Restorative practices
(D) Negative reinforcement

90. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Co-creating classroom rules with students at the beginning of the year leads to higher compliance.
Reason (R): When students participate in making the rules, they develop a sense of ownership and understand the rationale behind the expectations.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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91. Which of the following is the most likely outcome of democratically co-creating classroom rules?
(A) The co-created rules will be overly lenient and inevitably lead to classroom chaos.
(B) The classroom teacher completely loses all managerial authority in the classroom.
(C) Students internalise rules as a social contract.
(D) The student-generated rules will directly conflict with statutory school policies.

92. When co-creating rules, what is the best practice for a teacher regarding the final list of rules?
(A) Accept a comprehensive list of 20-30 highly detailed rules proposed by the students.
(B) Secretly replace the students' suggested rules with the teacher's pre-written rules.
(C) Consolidate student ideas into 3-5 positively stated rules.
(D) Ensure the finalised rules include specific, harsh punishments for every minor infraction.

93. Consider the following steps in co-creating classroom rules:
I. Discussing why rules are necessary for a community.
II. Brainstorming ideas for rules with the students.
III. Categorising and refining the brainstormed list into a few key expectations.
IV. Having all students sign the finalised list as a commitment.
What is the correct logical sequence of these steps?
(A) I, II, III, IV
(B) II, I, III, IV
(C) I, III, II, IV
(D) III, II, I, IV

94. A teacher holds a classroom meeting on the first day of school. Instead of presenting a chart of rules, the teacher asks, "What kind of classroom environment do we want to learn in?" and "What agreements do we need to make to ensure that happens?" This approach relies on the principles of:
(A) Authoritarian leadership framework
(B) Laissez-faire management style
(C) Punitive administrative policy
(D) Democratic management

95. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Managing a highly diverse

(B) An extended 'U' shape arrangement running entirely along the side walls.
(C) An inverted 'T' shape down the center and front.
(D) A long diagonal line spanning directly across the entire classroom.

33. Consider the following strategies for managing large classrooms:
I. Using choral responses to check for general understanding.
II. Implementing a 'ticket-out-the-door' (exit slip) for quick formative assessment.
III. Avoiding peer tutoring to prevent noise.
Which of the statements given above is/are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

34. A Principal advises a teacher dealing with 60 students in a single class to implement 'macromanagement' strategies. Which of the following best represents such a strategy?
(A) Attempting to personally write individualised, highly detailed daily written feedback for every single student.
(B) Focusing instructional energy solely on the top five performing students to guarantee a high overall pass rate.
(C) Ignoring minor behavioral infractions completely throughout every lesson to save daily management time.
(D) Establishing clear protocols for peer- and self-assessment to manage feedback.

35. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Seating arrangements should remain fixed throughout the academic year to establish absolute consistency in classroom management.
Reason (R): Different instructional objectives, such as cooperative learning or independent testing, require different physical configurations of desks.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. Which seating arrangement is most appropriate for facilitating whole-class discussion and allowing the teacher to see every student's face easily?
(A) Horseshoe or semi-circle
(B) Traditional straight rows
(C) Small isolated clusters (pods)
(D) Desks facing the walls

37. A teacher wants to conduct a project-based learning activity where students must collaborate in groups of four to construct a model. Which seating arrangement is most suitable?
(A) Stadium seating with angled rows
(B) A classic U-shape seating configuration
(C) Cluster seating
(D) Traditional desk pairs facing forward

38. Consider the following statements regarding seating arrangements:
I. Rows are generally most effective for independent work and minimizing off-task talking.
II. Cluster seating maximizes student-to-student interaction.
III. The physical proximity of the teacher to a student has no measurable impact on student behaviour.
Which of the statements given above is/are correct?
(A) I only
(B) I and II
(C) II and III
(D) I, II and III

39. Which of the following is considered a primary drawback of the cluster seating arrangement if not managed properly?
(A) It completely prevents all meaningful student-to-student peer interaction.
(B) It strictly forces all students to continuously face the teacher at all times.
(C) It makes collaborative group work entirely impossible for students to execute.
(D) It increases off-task social conversation.

40. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Academic Learning Time (ALT) is synonymous with allocated time in a school timetable.
Reason (R): Allocated time refers merely to the scheduled duration of a class, whereas ALT

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questions, the student stops. What was the likely 'mistaken goal' of this student?
(A) Attention-getting
(B) Revenge
(C) Display of inadequacy
(D) Power-seeking

104. A teacher notices that a student refuses to do any work, tears up assignments, and says, "You can't make me do it." The teacher avoids arguing and instead gives the student a choice of two assignments. Which mistaken goal was the student exhibiting, and what strategy was used?
(A) Goal: Attention-getting; Strategy: Planned ignoring
(B) Goal: Power; Strategy: Offering choices
(C) Goal: Seeking revenge; Strategy: Immediate punitive action
(D) Goal: Display of inadequacy; Strategy: Extra academic tutoring

105. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In Choice Theory, a manager-teacher relies heavily on coercion and external rewards to control student behaviour.
Reason (R): Choice Theory postulates that all behaviour is our best attempt to satisfy our basic needs: survival, love/belonging, power, freedom, and fun.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

106. A teacher who operates as a 'Lead Teacher' rather than a 'Boss Teacher' will typically:
(A) Demand strict behavioral conformity without explaining the underlying rationale.
(B) Involve students in discussions on work quality and improvement.
(C) Use academic grades primarily as a disciplinary threat to enforce compliance.
(D) Set classroom rules completely unilaterally and enforce them rigidly.

107. Which classroom management approach focuses heavily on the idea that teachers have the right to teach and students have the right to learn, and uses a clear system of rules and consequences?
(A) Beyond Discipline
(B) Teacher Effectiveness Training (TET)
(C) Assertive Discipline
(D) Non-directive teaching

108. Consider the following statements about Assertive Discipline:
I. It requires the teacher to act in a hostile and aggressive manner to maintain control.
II. It advocates for a clear discipline plan shared with students and parents.
III. It utilises a hierarchy of consequences for rule violations.
Which of the statements given above is/are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

109. A school Principal evaluating a teacher notes that the teacher uses 'I-messages' instead of 'You-messages' when addressing student behaviour (e.g., "I feel frustrated when there is talking during reading time because it distracts others."). This technique is a hallmark of:
(A) Assertive Discipline model
(B) Teacher Effectiveness Training (TET)
(C) Behaviour Modification principles
(D) Traditional administrative corporal punishment

110. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A well-crafted 'I-message' reduces student defensiveness during a disciplinary interaction.
Reason (R): An 'I-message' focuses on the teacher's feelings and the tangible effect of the behaviour, rather than attacking the student's character.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

111. Which of the following best defines 'proximity control' in classroom management?
(A) Grouping students with similar academic abilities closely together in seating arrangements.
(B) Moving physically closer to an off-task

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answer instructional questions.

128. Consider the following scenarios:
I. A teacher stops a maths lecture to lecture the class for 10 minutes about picking up litter.
II. A teacher interrupts a silent reading session to point out a typo on the board.
III. A teacher moves seamlessly from direct instruction to guided practice.
Which of the scenarios demonstrate a failure in maintaining lesson smoothness (stimulus-boundedness or fragmentation)?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

129. A Principal evaluates a lesson where the teacher breaks down the instruction "Get your art supplies and start drawing" into: "Stand up. Walk to the cupboard. Take a pencil. Take a paper. Walk back. Sit down. Start drawing." This unnecessary breaking down of a simple task is called:
(A) Overlapping
(B) Group alerting
(C) Withitness
(D) Fragmentation

130. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Maintaining a high rate of academic success for students reduces classroom management problems.
Reason (R): Students who constantly experience failure and frustration are more likely to exhibit off-task and disruptive behaviours.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

131. In terms of providing feedback for behaviour, which approach is most aligned with positive classroom management?
(A) Using teacher feedback exclusively as a formal mechanism for punishment.
(B) Providing delayed, highly generalised behavioral feedback at the end of term.
(C) Comparing a misbehaving student's actions publicly with an exemplary peer.
(D) Providing immediate, specific praise when students behave well.

132. How can a teacher effectively use 'peer influence' for classroom management in a constructive way?
(A) Encouraging individual students to report on every minor behavioral infraction of their peers.
(B) Publicly shaming the entire classroom collective if a single individual student misbehaves.
(C) Using group contingencies where teams earn rewards for collective good behaviour.
(D) Directly pitting student groups against each other in highly aggressive academic competitions.

133. Consider the following statements about the 'Good Behavior Game' (a well-researched interdependent group contingency strategy):
I. The class is divided into teams.
II. Teams lose points for predefined inappropriate behaviours.
III. Teams that stay below a certain number of marks win a reward.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

134. A school administrator advises a teacher dealing with an extremely defiant student to use a 'Behavior Contract'. What is the primary advantage of a Behavior Contract?
(A) It provides clear legal grounds for the school administration to expel the student immediately.
(B) It completely removes the parents and guardians from the ongoing disciplinary process.
(C) It relies entirely on negative behavioral reinforcement techniques to modify conduct.
(D) It puts target behaviors, rewards, and consequences in writing with the student.

135. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Culturally responsive classroom management requires teachers to recognize their own biases and understand the cultural

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(D) Ensuring clear traffic patterns

120. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Establishing a "time-out" corner is universally the best strategy for all types of misbehaviour, including academic struggles.
Reason (R): Time-out removes the student from positive reinforcement, which is effective for modifying all behaviours.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

121. What is the fundamental difference between a punitive 'time-out' and a 'calm-down corner' in modern positive behaviour management?
(A) Time-outs are strictly designed to be much shorter in total duration than a calm-down corner experience.
(B) Time-out is reserved for older students, while a calm-down corner is used only in early childhood.
(C) Calm-down corners are self-selected regulation spaces, while time-outs are punitive isolations.
(D) There is no functional distinction between the terms; they are completely interchangeable.

122. Which of the following describes the 'ripple effect' in classroom management?
(A) The gradual, steady increase in classroom noise levels when the teacher leaves the room.
(B) How reprimanding one student influences observing peers' behaviour.
(C) The physical spatial process of spreading student desks far apart to prevent cheating.
(D) The psychological phenomenon where positive reinforcement loses its effectiveness over time.

123. Consider the following characteristics of a teacher's 'desist' (reprimand) that positively influence the ripple effect:
I. Clarity (specifying who is misbehaving and what they should do).
II. Firmness (communicating that the teacher is serious).
III. Roughness (using anger and physical intimidation).
Which of the characteristics given above are effective according to research?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

124. A teacher notices two students whispering. Instead of yelling, the teacher says firmly and clearly, "Rahul and Priya, please stop talking and return to reading page 42." This desist is effective primarily because it has high:
(A) Roughness
(B) Ambiguity
(C) Aggression
(D) Clarity

125. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Teachers should avoid using sarcasm or public humiliation to manage behaviour, especially with adolescents.
Reason (R): Sarcasm and humiliation can destroy teacher-student rapport, provoke retaliation, and severely damage the student's self-esteem.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

126. What does 'momentum' refer to in lesson management?
(A) The physical walking speed at which a teacher moves around the classroom.
(B) Continuous lesson progression without unnecessary slow-downs.
(C) The projection volume and tone of the classroom teacher's voice.
(D) The total volume and amount of homework assigned to students.

127. Which of the following teacher behaviours disrupts the 'momentum' of a lesson?
(A) Thoroughly pre-preparing all instructional materials before class starts.
(B) Consistently using a visible timer to manage classroom transition periods.
(C) Overdwelling on minor behavioral issues or simple concepts.
(D) Directly calling on non-volunteer students to

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student whenever they show anxiety.
(B) Forcing the student to navigate unstructured transitions completely alone.
(C) Completely ignoring the student's visible anxiety until it extinguishes.
(D) Providing visual schedules and advance transition warnings.

143. Consider the following strategies for managing a diverse classroom:
I. Using varied instructional formats (visual, auditory, kinesthetic).
II. Establishing a rigid, competitive grading curve.
III. Promoting peer-tutoring and collaborative learning.
IV. Displaying culturally diverse materials on bulletin boards.
Which of the statements given above are correct strategies for fostering an inclusive climate?
(A) I, II and III
(B) I, III and IV
(C) II, III and IV
(D) I, II, III and IV

144. A scenario involves a new student who speaks very little of the language of instruction. The student appears withdrawn and occasionally acts out in frustration. The most effective management strategy is to:
(A) Immediately implement punitive consequences for acting out to establish teacher authority.
(B) Completely ignore the student's classroom presence until they learn the language.
(C) Pair with bilingual peers and use visual aids to support communication.
(D) Transfer and send the student to a special education school immediately without assessment.

145. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Establishing classroom rules collaboratively with students is time-consuming and detracts from academic learning time in the first week.
Reason (R): The time invested in co-creating rules pays off by significantly reducing behavioural disruptions and saving instructional time later in the year.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

146. Which of the following best represents an 'extrinsic' motivator used in classroom management?
(A) Internal satisfaction from solving a complex math problem.
(B) The intrinsic joy felt when reading a favourite book.
(C) A student's natural curiosity about a science project.
(D) A certificate presented at assembly.

147. What is a key limitation of relying exclusively on extrinsic motivators (like stickers or points) for classroom management?
(A) They are strictly illegal under current national educational guidelines.
(B) They can undermine intrinsic motivation to learn.
(C) They have absolutely no impact on student behaviour whatsoever.
(D) They cause immediate and severe physical harm to young students.

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148. Consider the following approaches to classroom management:
I. Authoritarian (high control, low warmth)
II. Authoritative (high control, high warmth)
III. Permissive (low control, high warmth)
IV. Laissez-faire (low control, low warmth)
Research suggests the best academic and behavioural outcomes are associated with which style?
(A) I
(B) II
(C) III
(D) IV

149. A Principal enters a classroom and observes the following: The teacher has clear, consistent rules, holds students to high expectations, but also frequently smiles, praises effort, and listens to student input. This teacher's management style is:
(A) Authoritarian
(B) Permissive
(C) Indifferent
(D) Authoritative

backgrounds of their students.
Reason (R): Behaviours considered disrespectful in one culture (e.g., avoiding eye contact) may be a sign of respect in another.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

136. When a teacher encounters a student who frequently speaks out of turn but does so out of enthusiasm for the subject (call-outs), what is the most appropriate management strategy that preserves motivation?
(A) Immediately suspend the student from school for causing ongoing classroom disruption.
(B) Permanently ignore all verbal contributions made by the student during class.
(C) Deduct individual academic percentage marks for every unprompted call-out instance.
(D) Acknowledge enthusiasm while reminding the student of hand-raising procedures.

137. Which of the following best defines 'affective statements' in a restorative classroom environment?
(A) Formal clinical statements that attempt to diagnose a student's psychological condition.
(B) Statements expressing the teacher's feelings about a behaviour's impact.
(C) Verbal statements used strictly and exclusively to praise high academic achievement.
(D) Official administrative directives issued directly to staff by the school Principal.

138. Consider the following communication styles:
I. "You are always late and disrupting my class!" (You-statement)
II. "I feel worried and distracted when you arrive late, because it interrupts the lesson flow." (I-statement)
III. "If you come late again, you will fail." (Threat)
Which style is recommended by restorative and positive discipline frameworks?
(A) I only
(B) II only
(C) III only
(D) I and III

139. A Principal is moderating a parent-teacher meeting regarding a student's behavioural issues. The teacher begins by listing all the student's faults over the past month. The Principal steps in and uses the 'sandwich approach'. What does this entail?
(A) Offering refreshments and food during the meeting to help diffuse interpersonal tension.
(B) Starting with praise, discussing concerns, and ending with a positive goal.
(C) Placing blame entirely on the parents first, then the student, and finally the school system.
(D) Defending the teacher's punitive actions aggressively without listening to parent feedback.

140. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In inclusive classrooms containing Children with Special Needs (CWSN), behavioural expectations must be uniform and rigid to maintain order.
Reason (R): Individualized Education Programs (IEPs) may mandate specific behavioural accommodations and modifications for certain students.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

141. For a student diagnosed with ADHD (Attention Deficit Hyperactivity Disorder), which classroom management accommodation is most appropriate?
(A) Forcing the student to sit perfectly still for extended periods.
(B) Placing the student at the very back of the classroom to avoid distracting others.
(C) Allowing discrete fidget tools and providing opportunities for movement breaks.
(D) Reducing the student's academic curriculum to a preschool level.

142. A student with autism spectrum disorder (ASD) exhibits severe anxiety during unstructured transition times (like recess or moving between classes). What is the best proactive management strategy?
(A) Imposing disciplinary punishments on the

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I. The Bully
II. The Victim
III. The Henchmen/Followers (actively participate but don't start it)
IV. The Passive Supporters (laugh or encourage but don't actively participate)
V. The Defenders (try to help the victim)
Which of the above groups is the most critical to target in order to change the peer dynamic and stop bullying?
(A) I and II only
(B) III, IV and V
(C) V only
(D) I only

159. A scenario involves a student reporting that his lunch is being repeatedly stolen. The teacher decides to set up a 'restorative conference'. Who should ideally be present for this conference to be effective?
(A) The offender, the victim, and a trained facilitator.
(B) Exclusively the school Principal and the victimized student.
(C) The entire school body assembled in the main hall.
(D) Only the parents of the involved students, excluding the children.

160. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Restorative discipline implies that there are no consequences for bad behaviour.
Reason (R): Restorative discipline shifts the focus from punitive consequences (like suspension) to natural and logical consequences, emphasizing making amends.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

161. Which practice is central to building a community in a restorative classroom?
(A) Administering frequent, unannounced pop quizzes.
(B) Proactive morning circles to share feelings and build relationships.
(C) Publicly posting student grade rankings on a notice board.
(D) Enforcing mandatory silent lunches in the cafeteria.

162. In a restorative mediation, after establishing what happened, what is typically the next step?
(A) Deciding on the administrative severity of corporal punishment.
(B) Exploring who was affected and how they were harmed.
(C) Calling law enforcement authorities immediately.
(D) Expelling the offending student from school permanently.

163. Consider the following outcomes of successfully implementing restorative practices in a school:
I. Reduction in suspension and expulsion rates.
II. Improvement in school climate and teacher-student relationships.
III. Total elimination of all conflicts forever.
IV. Increased student accountability for their actions.
Which of the statements given above are realistic and correct?
(A) I, II and III
(B) I, II and IV
(C) II, III and IV
(D) I, III and IV

164. A Principal walks past a classroom and sees students sitting in a circle, passing a 'talking piece' (an object granting the holder the right to speak). What classroom management technique is being utilized?
(A) Restorative community circle
(B) Traditional punitive detention
(C) Token economy distribution system
(D) Formal academic testing session

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165. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): When students co-create classroom rules, the teacher is abdicating their responsibility as the adult authority figure.
Reason (R): Co-creating rules is a pedagogical strategy that develops civic responsibility, critical thinking, and intrinsic motivation among students.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

150. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Managing transitions efficiently is a hallmark of an expert teacher.
Reason (R): Poorly managed transitions lead to a loss of academic learning time and increase the probability of off-task behaviour.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

151. Which of the following transition types typically requires the most highly structured management in a primary school setting?
(A) Moving from reading a textbook to writing in a notebook at the same desk.
(B) Moving the entire class from the classroom to the playground for PE.
(C) The teacher shifting topics during a lecture.
(D) A student individually passing a paper forward.

152. In managing group work, what does the term 'social loafing' refer to?
(A) Students casually eating snacks and food during group work time.
(B) Putting in less effort when working in a group than individually.
(C) Students regularly socialising together outside of regular school hours.
(D) The classroom teacher taking an informal break while students work.

153. Consider the following strategies to prevent social loafing during group work:
I. Keeping group sizes small (e.g., 3-4 students).
II. Assigning specific roles to each member.
III. Implementing both group and individual accountability assessments.
IV. Making the group size as large as possible (e.g., 10 students).
Which of the statements given above are correct?
(A) I, II and III
(B) I, II and IV
(C) II, III and IV
(D) I, III and IV

154. A scenario in an Art-Integrated learning class involves students sharing limited supplies (paint, brushes). To prevent arguments and manage the classroom effectively, the teacher should:
(A) Let students fight over limited supplies to teach real-world survival skills.
(B) Provide no supplies at all and require students to purchase their own.
(C) Assign a Materials Manager to collect and return group supplies.
(D) Stop conducting art-integrated learning activities entirely in class.

155. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Cyberbullying cannot be addressed by the school administration because it happens on digital platforms outside the school premises.
Reason (R): Cyberbullying can severely impact a student's mental health and safety, creating a hostile environment within the school that administrators are obligated to address.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

156. Which of the following represents a proactive approach to preventing bullying in schools?
(A) Expelling victimized students from school to guarantee their physical safety.
(B) Using SEL curricula that teach empathy and conflict resolution.
(C) Ignoring instances of minor verbal teasing until they escalate into physical fights.
(D) Encouraging a competitive survival-of-the-fittest mentality during physical education.

157. A Principal wants to establish a 'bystander intervention' culture to combat bullying. Which message should be taught to the students?
(A) Mind your own personal business entirely and walk quickly away.
(B) Join in the verbal teasing so you do not become the next target.
(C) Physically confront and fight the bully directly to show dominance.
(D) Speak up safely, support the victim, and report to an adult.

158. Consider the following roles in the bullying dynamic:

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174. A Principal receives a complaint that a teacher is "unfair" because she allows one student with an IEP to take breaks during tests, while others cannot. How should the Principal best address this from a management perspective?
(A) Agree that the practice is unfair and revoke the student's designated accommodations.
(B) Explain that fairness means giving students what they need to succeed.
(C) Instruct the teacher to give all students mandatory test breaks regardless of individual need.
(D) Ignore the parent's formal complaint entirely without providing any explanation.

175. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Preventive discipline strategies require significant front-loading of effort by the teacher at the beginning of the academic year.
Reason (R): Establishing relationships, routines, and clear expectations early minimizes the time spent on corrective discipline later in the year.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

176. Which of the following concepts is central to Teacher Effectiveness Training (TET)?
(A) The 'No-Lose' method of conflict resolution.
(B) The 'Zero-Tolerance' policy framework.
(C) The absolute authority of the teacher in all decisions.
(D) The use of token economies for every behavioural change.

177. Who 'owns the problem' when a student is frustrated because they cannot solve a math problem quietly at their desk?
(A) The teacher
(B) The student
(C) The Principal
(D) The parents

178. Consider the following matching of classroom management theorists to their core concepts:
I. Jacob Kounin - Withitness and Overlapping
II. B.F. Skinner - Logical Consequences
III. Rudolf Dreikurs - Mistaken Goals of Misbehaviour
IV. William Glasser - Choice Theory
Which of the pairs given above are correctly matched?
(A) I, II and III
(B) I, III and IV
(C) II, III and IV
(D) I, II and IV

179. A scenario in a high school: A teacher notices students are unmotivated and misbehaving during lectures. The teacher changes the strategy to experiential, hands-on learning projects. Behaviour drastically improves. What management principle does this illustrate?
(A) Punitive discipline becomes entirely unnecessary when the environment is supportive.
(B) Engaging instruction is a highly effective preventive tool.
(C) High school students only respond positively to concrete token economy reward systems.
(D) Implementing experiential learning completely eliminates the structural need for rules.

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180. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Establishing a "Zero Tolerance" policy for all infractions, regardless of severity or context, creates the safest and most effective school climate.
Reason (R): Zero tolerance ensures uniform punishment, which deters all students from breaking rules out of fear of severe consequences.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

181. What is the phenomenon called when a teacher's low expectations of a student lead to management practices that actually cause the student to misbehave and perform poorly?
(A) The Pygmalion effect
(B) The Hawthorne effect
(C) The Placebo effect
(D) The Bystander effect

182. Which of the following is NOT a recommended strategy for managing a highly defiant or oppositional student?

166. If students co-create a rule that is completely unfeasible (e.g., "No homework ever"), what is the appropriate response from the teacher guiding the process?
(A) Accept the rule completely because it was produced through a democratic vote.
(B) Explain school policy requirements, then negotiate a practical compromise.
(C) Publicly laugh at the students' suggestion and tear up their written list.
(D) Immediately punish the individual student who originally suggested the rule.

167. Which of the following terms best describes consequences that are logically related to the misbehaviour, respectful, and reasonable in advance (often tied to co-created rules)?
(A) Arbitrary punishments
(B) Corporal punishments
(C) Logical consequences
(D) Extinction procedures

168. Consider the following scenario: A student purposefully writes on their desk with a permanent marker. What is the most appropriate 'logical consequence'?
(A) The student receives an automatic failing grade in mathematics class.
(B) The student receives an out-of-school suspension for three full days.
(C) The student cleans the desk and assists in cleaning other desks.
(D) The teacher deliberately writes on the student's notebook in direct retaliation.

169. During a class discussion on creating rules, a teacher asks, "How should we treat each other to make sure everyone feels safe to speak?" This question targets which domain of classroom management?
(A) Physical classroom layout
(B) Interpersonal climate
(C) Instructional time management
(D) Administrative paperwork tasks

170. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Managing diversity in a classroom means treating every student exactly the same, ignoring their cultural, linguistic, or cognitive differences.
Reason (R): True equity in education requires providing differentiated support so that all students have equal access to learning opportunities.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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171. Which of the following is a key classroom management strategy for supporting English Language Learners (ELLs) / Multilingual learners?
(A) Strictly forbidding the use of students' home languages or mother tongue entirely.
(B) Relying exclusively on fast-paced, complex verbal directions without pauses.
(C) Pairing verbal instructions with visual supports and gestures.
(D) Grading them purely on English pronunciation accuracy rather than content mastery.

172. To manage a classroom with high academic diversity (from gifted students to those struggling), a teacher uses 'tiered assignments'. What does this mean?
(A) Providing completely different academic subjects to different groups of students.
(B) Keeping core objectives identical while adjusting task complexity.
(C) Placing students into rigid physical seating tiers based strictly on test grades.
(D) Giving extra non-instructional busy-work to fast-finishing students.

173. Consider the following techniques for managing diversity:
I. Flexible seating options (e.g., standing desks, floor cushions) to cater to varying physical needs.
II. Providing choices in how students demonstrate their learning (e.g., essay, presentation, model).
III. Using single-mode direct instruction exclusively.
Which of the techniques given above align with Universal Design for Learning (UDL) principles in classroom management?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

student to gently redirect focus.
(C) Controlling the classroom temperature and lighting based on desk proximity to windows.
(D) Keeping parents in continuous close communication regarding their child's daily behaviour.

112. When a teacher uses 'desist' strategies, they are:
(A) Completely giving up on managing a persistently difficult student.
(B) Encouraging students to permanently desist from relying on rote memorisation.
(C) Implementing structured restorative justice community circles in class.
(D) Using specific actions to stop misbehaviour like a verbal warning.

113. Consider the following non-verbal interventions for minor misbehaviour:
I. Making prolonged eye contact with the off-task student.
II. Shouting the student's name across the room.
III. Pointing to the task or page the student should be working on.
IV. Using a hand signal (e.g., raised hand for quiet).
Which of the statements given above represent appropriate non-verbal interventions?
(A) I, II and III
(B) I, III and IV
(C) II, III and IV
(D) I, II, III and IV

114. A student is tapping a pencil loudly during a test. The teacher walks past the student's desk and lightly taps the desk once while making eye contact, without saying a word. The student stops. This is an example of:
(A) Behavioral escalation
(B) Authoritarian reprimand
(C) Least intrusive strategy
(D) Positive reinforcement

115. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Providing students with choices within the classroom framework can significantly reduce behavioral issues.
Reason (R): Offering choices fulfills the psychological need for autonomy and reduces power struggles between teacher and student.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

116. In the context of establishing routines, what is a 'sponge activity'?
(A) A routine activity specifically designed to clean up the physical classroom at the end of the day.
(B) A short, meaningful academic task used to soak up dead instructional time.
(C) A formal disciplinary punishment involving physical manual labor within the school grounds.
(D) A highly complex, long-term group project that spans across an entire academic semester.

117. Which of the following is an example of an effective sponge activity (bell-ringer)?
(A) Allowing students to use their personal mobile phones freely for the first 5 minutes.
(B) Asking students to put their heads down on their desks and rest or sleep quietly.
(C) Having a brief math puzzle on the board for students to solve upon sitting down.
(D) Sending selected students out of the classroom to run administrative errands.

118. Consider the following classroom elements:
I. Traffic patterns (movement around desks and resources).
II. Visibility (teacher seeing students and students seeing instructional materials).
III. Accessibility (easy access to supplies).
Which of the elements given above are critical considerations when arranging the physical environment of a classroom?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

119. A Principal observes a classroom where the teacher's desk is placed squarely in the center of the room, forcing students to navigate around it to reach the door or the bookshelf. What rule of physical classroom management is being violated?
(A) Maximizing general aesthetic appeal
(B) Enforcing assertive discipline rules
(C) Maintaining active group alerting

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(A) Engaging in a public power struggle to assert dominance.
(B) Offering forced choices, such as selecting even or odd assigned problems.
(C) Maintaining a completely calm, neutral, and matter-of-fact tone of voice.
(D) Providing a designated private space and time for the student to de-escalate.

183. Consider the following elements of physical classroom management:
I. Arranging desks so all students can see the board easily.
II. Placing high-traffic areas (pencil sharpener, bin) away from the main instructional area.
III. Creating distinct zones (reading corner, group work station, independent work area).
Which of the statements given above represent best practices in early childhood and primary classroom design?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

184. A Principal is dealing with a teacher whose class is chronically chaotic. The Principal observes that the teacher frequently issues threats but rarely follows through with the stated consequences. The lack of management success here is due to a failure in:
(A) Severity of punishment
(B) Consistency and follow-through
(C) Academic content knowledge
(D) Physical seating arrangement

185. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In effective classroom management, rules should be established and enforced, whereas routines are optional and natural.
Reason (R): Routines operate as the 'invisible framework' of a classroom, saving cognitive energy and time, making them just as essential as rules.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

186. Which of the following strategies best supports the transition of students returning to the classroom after an excited physical education (PE) period?
(A) Shouting loudly at the class for immediate silence as soon as they enter.
(B) Administering an unexpected surprise quiz to forcefully demand absolute silence.
(C) Using a cool-down routine like brief silent reading or breathing exercises.
(D) Ignoring the high noise level entirely and starting to lecture over student chatter.

187. In managing large classrooms, 'choral responding' is best used for:
(A) Reviewing basic facts and vocabulary with a single correct answer.
(B) Facilitating deep philosophical discussions that require nuanced student opinions.
(C) Handling complex and sensitive individual student disciplinary issues.
(D) Evaluating formal summative assessment performance and grading.

188. Consider the following techniques for building rapport and managing climate:
I. The '2×10 strategy' (spending 2 minutes a day for 10 consecutive days talking to a difficult student about non-academic interests).
II. Sending positive notes or making positive phone calls home.
III. Publicly reading out the lowest grades to motivate via shame.
Which of the statements given above are effective rapport-building tools?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

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189. A teacher notices a student has their head on the desk and refuses to work. Instead of issuing a reprimand, the teacher crouches down and quietly asks, "Are you okay? Do you need a few minutes before we start?" This approach aligns with:
(A) Trauma-informed management
(B) Authoritarian classroom discipline
(C) Laissez-faire style indifference
(D) Assertive behavioral discipline

17. (C) A rigid rule requiring absolute student silence throughout the entire day.
Enforcing absolute student silence across the entire school day is developmentally inappropriate, impedes collaborative learning, and undermines a supportive classroom climate. Effective routines streamline administrative functions like distributing materials, managing washroom requests, or starting lessons with engaging bell-ringer tasks, whereas extreme rigidity restricts natural intellectual discourse, peer interaction, and healthy social-emotional growth.

18. (A) I, II, III, IV
Establishing a classroom routine follows a systematic instructional sequence. The educator first explains the rationale behind the procedure, making its purpose clear. Next, the expected behaviour is visually and verbally modeled. Students then practice the routine under guidance, and finally, the educator provides constructive feedback and reinforcement to solidify the habit and ensure long-term consistency.

19. (B) Rephrase it positively to state the expected positive behavior.
Rephrasing rules positively shifts the focus from listing prohibited actions to promoting expected constructive conduct. Transforming negative directives into statements like walk calmly, speak softly, and handle objects respectfully gives students clear behavioral targets to emulate. Positive expectations create a respectful classroom culture and reinforce desired social skills far better than prohibitions.

20. (C) A is true but R is false
Positive discipline aims to develop internal self-regulation, personal responsibility, and mutual respect rather than demanding superficial compliance. It explicitly rejects physical or corporal punishment, relying instead on constructive feedback, logical consequences, and encouraging guidance. Therefore, asserting that positive discipline depends on physical punishment is fundamentally false and directly contradicts its core humanistic philosophy.

21. (B) Using logical consequences over arbitrary punishment.
A core tenet of Positive Discipline is utilizing logical consequences directly related to misbehaviour, helping students understand the impact of their actions. Logical consequences encourage reflection, accountability, and problem-solving. In contrast, arbitrary punishments, authoritarian control, or rigid zero-tolerance policies promote fear and resentment rather than genuine internal self-regulation and personal growth.

22. (A) A designated calm-down corner
Modern positive discipline emphasizes self-regulation and emotional support through tools like a calm-down corner. Unlike punitive time-outs that isolate and humiliate students, a calm-down corner provides a safe, welcoming space equipped with sensory resources where students voluntarily reflect, regulate their emotions, and return to learning activities with restored emotional balance and focus.

23. (D) I, II and III
Positive discipline strategies emphasize mutual respect, understanding the underlying beliefs behind misbehaviour, and focusing on constructive solutions rather than retribution. By addressing students' psychological needs and facilitating cooperative problem-solving, positive discipline builds strong teacher-student relationships, fosters emotional safety, and encourages long-term behavioral change based on internal responsibility and self-awareness.

24. (D) Logical consequence
Asking a student to keep a spare textbook in their locker directly addresses the issue of repeatedly forgetting materials in a reasonable, respectful, and instructional manner. This response represents a logical consequence because it connects directly to the problem, provides a functional solution, and encourages responsibility without relying on punitive threats, anger, or public embarrassment.

25. (A) Both A and R are true and R is the correct explanation of A
Punitive discipline relies on external penalties and fear, resulting in superficial compliance rather than the genuine internalization of positive behavioral standards. Because punitive measures focus strictly on penalizing wrong actions without teaching alternative constructive behaviours, students learn to avoid punishment rather than understand the moral or social value of responsible conduct.

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(B) Restrain the student forcefully using personal physical martial arts techniques.
(C) Scream aggressively at the student to demand that they stop immediately.
(D) Ignore the intense emotional outburst completely and continue teaching the lesson.

198. Consider the following statements regarding the role of the School Principal in classroom management:
I. The Principal should solely handle all minor disciplinary infractions to relieve the teachers.
II. The Principal should establish a clear school-wide behaviour policy to support teachers.
III. The Principal should foster a school culture that prioritises restorative practices over punitive measures.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

199. A school implements a 'Positive Behavioral Interventions and Supports' (PBIS) framework. Which of the following is a core feature of Tier 1 (Universal) PBIS?
(A) Developing highly individualized behavior intervention plans for the most difficult students.
(B) School-wide teaching of expected behaviors, rewards, and consistent consequences.
(C) Providing targeted small group social skills training interventions for at-risk students.
(D) Enforcing immediate administrative expulsion for any student who violates classroom rules.

200. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Effective classroom management is an ongoing process of reflection and adjustment rather than a static set of rules established on the first day.
Reason (R): Classroom dynamics, student needs, and instructional contexts evolve throughout the academic year, requiring flexible and responsive management strategies.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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190. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Seating challenging students next to the teacher's desk at all times is the most effective long-term management strategy.
Reason (R): While proximity can temporarily reduce misbehaviour, isolating a student or keeping them permanently under surveillance can damage rapport and increase stigma.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

191. Which of the following is a key component of a 'Token Economy' in classroom management?
(A) The tokens used must possess high intrinsic material value, such as real coins.
(B) Tokens must be exchangeable for backup reinforcers or privileges.
(C) Tokens must only be removed as penalties, and never granted for good conduct.
(D) The operational rules of the token system must be kept secret from students.

192. What is the primary difference between a rule and a procedure (routine)?
(A) Rules carry consequences; procedures involve reminders and reteaching.
(B) Procedures dictate moral character and ethics, whereas rules govern physical movement.
(C) Rules are designed for primary school students, while procedures apply to secondary.
(D) There is no functional distinction between the terms; they are completely interchangeable.

193. Consider the following strategies for addressing chronic tardiness (late arrival) in a high school class:
I. Locking the door and refusing entry to late students.
II. Starting class exactly on time with a highly engaging or graded 'do-now' activity.
III. Greeting the late student neutrally, having a sign-in sheet so flow isn't interrupted, and discussing it privately later.
IV. Stopping the entire lesson to publicly interrogate the late student.
Which of the statements given above represent effective and pedagogically sound management strategies?
(A) I and IV
(B) II and III
(C) I, II and III
(D) II, III and IV

194. A Principal observes a teacher using the 'Think-Pair-Share' technique during a large class. From a management perspective, what is the primary benefit of this pedagogical strategy?
(A) It completely eliminates the structural requirement for daily teacher lesson planning.
(B) It maximizes engagement and reduces anxiety of speaking to the whole class.
(C) It permits the classroom teacher to leave the room unattended during instructional time.
(D) It functions to permanently replace the administrative need for summative assessments.

195. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Establishing an inclusive classroom management plan means treating a student with a diagnosed behavioural disorder exactly the same as a student without one.
Reason (R): Treating students differently based on their needs violates the principle of fairness.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

196. When managing a diverse classroom, a teacher provides audiobooks alongside printed text, offers verbal instruction alongside visual diagrams, and allows students to express knowledge through writing, speaking, or drawing. This approach is rooted in:
(A) Universal Design for Learning
(B) The deficit model of education
(C) Strict behavioral conditioning
(D) Restorative justice framework

197. Which of the following is the most appropriate action for a teacher to take when a student suddenly exhibits an intense emotional outburst (e.g., throwing a chair) in the classroom?
(A) Clear other students to ensure safety, remain calm, and seek support.

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minimizing opportunities for off-task behaviour and optimizing overall learning time.

9. (C) I, III and IV
Effective classroom management relies on structured environments with predictable routines, subtle non-verbal cues for redirecting off-task behaviour, and engaging learning activities. Relying exclusively on teacher-directed lectures to force behavioral compliance reduces student interest and increases disruptions, making active student engagement and proactive, low-profile behavioural interventions far more successful in maintaining order.

10. (A) Both A and R are true and R is the correct explanation of A
Preventive discipline establishes structured routines, engaging learning experiences, and clear behavioral expectations before problems occur. By addressing the root causes of misbehaviour and creating an organized, supportive atmosphere, preventive approaches naturally minimize disruptions. This renders preventive discipline significantly more effective than corrective discipline, which acts reactively after a rule breach has already disrupted instruction.

11. (A) Jacob Kounin – Assertive Discipline
Assertive Discipline was developed by Lee and Marlene Canter, emphasizing clear rules, assertive teacher communication, and a transparent hierarchy of negative consequences. Jacob Kounin is famous for his research on instructional management, introducing core concepts such as withitness, overlapping, smoothness, momentum, group alerting, and satiation avoidance rather than authoring the Assertive Discipline model.

12. (C) Preventive discipline
Explicitly outlining expectations, classroom procedures, and routines during the initial days of school represents preventive discipline. Proactively teaching students how to enter the classroom, submit work, and request assistance sets clear behavioral boundaries from the outset. This structured guidance prevents misunderstandings, eliminates chaos, and fosters a orderly environment before disruptive behaviours have a chance to occur.

13. (D) Issuing a formal verbal warning and time-out to a student who interrupts a peer.
Corrective discipline encompasses actions taken by an educator after a student breaches classroom rules or disrupts instruction. Issuing warnings or time-outs represents a direct response to an existing infraction aimed at stopping the misbehaviour. Conversely, establishing norms, arranging physical spaces, or applying proximity control are proactive, preventive measures designed to avoid disruptions before they happen.

14. (B) I and II
Preventive discipline focuses on environmental layout, structured routines, and engaging lesson planning to stop behavioral issues before they start. Corrective discipline involves interventions applied after misbehaviour occurs to restore classroom expectations. Preventive discipline relies on proactive organization, positive relationships, and clear communication rather than punitive sanctions, making heavy reliance on punishments inconsistent with preventive principles.

15. (A) Both A and R are true and R is the correct explanation of A
Establishing consistent routines early in the academic year automates basic managerial processes, such as collecting assignments and distributing materials. This predictability significantly reduces cognitive load for students and saves instructional time. Consequently, students transition smoothly between activities and dedicate their mental energy primarily to academic content, directly validating the relationship between automated routines and optimized instructional efficiency.

16. (B) It is stated in positive terms, focusing on expected behaviour.
Effective classroom rules are phrased positively to clearly inform students of desired behaviours rather than focusing on forbidden actions. Positive statements foster a encouraging climate, promote self-regulation, and establish clear norms, whereas negative prohibitions merely specify what not to do without guiding students toward constructive, appropriate conduct within the school learning environment.

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ANSWERS

1. (A) It views the classroom as a complex environment where multiple interactive events occur simultaneously and require continuous monitoring.
The ecological model of classroom management frames the learning environment as a complex, dynamic system characterized by multidimensionality, simultaneity, and unpredictability. It emphasizes that numerous events take place simultaneously in a classroom, requiring continuous monitoring and active situational awareness from the educator to maintain order, sustain student engagement, and effectively facilitate instructional processes.

2. (C) It is synonymous with classroom discipline and focuses solely on correcting misbehaviour.
Classroom management is a comprehensive framework encompassing physical spatial organization, proactive routine creation, time optimization, positive climate development, and interpersonal relationship building. Equating it strictly to discipline or reactive behaviour correction represents a narrow perspective, as discipline is merely a single component within the broader scope of establishing an effective, supportive learning environment.

3. (B) II and III
Effective classroom management focuses on proactive strategies that maximize academic learning time by establishing clear procedures and minimizing instruction disruptions. It simultaneously fosters student autonomy and self-regulation by encouraging responsible behaviour. Conversely, relying primarily on reactive measures to address problems as they surface is ineffective, because reactive management disrupts instructional momentum and reduces overall learning time.

4. (D) Instructional time management
Instructional time management involves organizing procedures, handling materials efficiently, and streamlining administrative tasks like taking attendance to preserve time for actual learning. When non-instructional routines consume an excessive portion of the class period, available teaching time shrinks significantly, indicating a clear deficit in procedural efficiency and the structured allocation of lesson time.

5. (D) A is false but R is true
Asserting authority through dominance and fear creates a hostile classroom environment that breeds anxiety, reduces intrinsic motivation, and undermines student learning. Modern pedagogical research demonstrates that supportive, democratic classrooms enhance student compliance, engagement, and academic achievement through mutual respect, shared expectations, and positive interpersonal relationships, rendering forced dominance an outdated and ineffective approach to discipline.

6. (C) The teacher's awareness of what is going on in all parts of the classroom at all times.
Developed by Jacob Kounin, withitness describes a teacher's ongoing awareness of all student actions and events throughout the entire classroom. Educators demonstrating withitness quickly detect potential misbehaviour or off-task actions in their early stages, communicating to students that nothing escapes attention, which effectively deters classroom disruptions and maintains a focused learning environment.

7. (D) Attend to two or more issues or activities simultaneously without losing focus.
Overlapping is a classroom management concept introduced by Jacob Kounin that refers to an educator's skill in handling multiple classroom events or student needs concurrently. An overlapping teacher can seamlessly address a minor behavioral interruption or assist an individual student without halting whole-class instruction, thereby preserving instructional momentum and keeping all students engaged.

8. (A) Smoothness and momentum
Smoothness and momentum represent key classroom management principles focused on keeping lessons moving continuously at an appropriate pace. Smoothness requires avoiding sudden teacher-created interruptions or digressions, while momentum ensures that instructional transitions and activities proceed steadily without unnecessary slowdowns, thereby

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26. (C) It increases student alienation and dropout rates.
Purely punitive discipline creates an adversarial school environment characterized by fear, resentment, and hostility. Heavy reliance on punitive measures damages teacher-student trust, exacerbates behavioural problems, and increases student alienation. Over time, affected students disengage from the educational community, leading to heightened rates of chronic absenteeism and early school departure.

27. (D) Zero tolerance policy – Restorative justice
Zero tolerance policies represent rigid administrative frameworks that impose mandatory punitive measures, such as suspension or expulsion, regardless of context. Restorative justice serves as an alternative framework focusing on repairing harm, fostering dialogue, and reintegrating individuals into the community through accountability, empathy, and mutual understanding rather than exclusion and punishment.

28. (A) A disruptive student reflects on their behaviour and makes amends to peers.
Encouraging a disruptive student to reflect on their conduct and actively make amends to peers exemplifies a constructive alternative to punitive discipline. This approach aligns with restorative principles by emphasizing empathy, personal accountability, and relational repair, allowing the student to learn positive behavioral choices while preserving dignity and community trust within the school.

29. (B) I, II and IV
Punitive discipline creates a hostile classroom climate, targets symptoms while ignoring underlying emotional needs, and disproportionately affects marginalized student populations. Rather than encouraging self-regulation and critical thinking, excessive punishment instills anxiety and resentment, making it an ineffective long-term strategy for cultivating a supportive and equitable learning environment.

30. (C) A is true but R is false
Large classrooms require structured routines and clear procedures to manage movement, maintain order, and maximize instructional time. However, individualised attention is naturally scarce in large settings due to high student-to-teacher ratios, making whole-class management strategies essential. Therefore, claiming that individualized attention is abundant in large classes is factually incorrect.

31. (B) Think-Pair-Share and small group collaborative tasks.
Managing large classrooms effectively requires instructional techniques that maximize student engagement. Strategies like Think-Pair-Share and small group collaborative tasks allow every student to actively process information, share ideas, and participate simultaneously. This approach prevents passive listening, mitigates boredom, and maintains high levels of academic engagement across the entire student body.

32. (C) An inverted 'T' shape down the center and front.
In traditional classroom row arrangements, the action zone typically forms an inverted T-shape covering the front row and the center aisle. Students seated in these areas naturally receive more direct eye contact, frequent teacher questions, and active interactions, while students on the outer perimeters experience comparatively lower levels of active engagement.

33. (A) I and II
Utilizing choral responses and implementing exit slips are highly effective strategies in large classrooms for quickly assessing understanding across all students. Conversely, avoiding peer tutoring out of fear of noise is counterproductive, as structured peer learning actively engages large student cohorts, promotes collaborative problem-solving, and enhances academic achievement when effectively managed.

34. (D) Establishing clear protocols for peer- and self-assessment to manage feedback.
Macromanagement in large classrooms involves establishing sustainable systems and structures that streamline workload while maintaining high educational quality. Creating standardized protocols for peer- and self-assessment allows teachers to provide meaningful learning feedback efficiently without becoming overwhelmed by individual grading tasks, ensuring manageable workflows and promoting student autonomy.

35. (D) A is false but R is true
Keeping seating arrangements permanently fixed throughout the academic year is inefficient

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approximations of that behaviour. By rewarding the student for progressively longer seated intervals—starting at five minutes and gradually building to twenty—the teacher incrementally guides the student toward achieving the final desired behavioral benchmark.

55. (D) A is false but R is true
Positive reinforcement is most effective when delivered immediately following the target behaviour, allowing the student to associate the reward directly with the desired action. Delayed reinforcement weakens this cognitive connection, reducing behavioral efficacy. However, delaying rewards can alter focus away from immediate compliance, making the assertion false while the reasoning remains theoretically accurate.

56. (B) Positive adds a pleasant stimulus to increase behavior; negative removes an unpleasant stimulus to increase behavior.
Both positive and negative reinforcement aim to increase the frequency of a desired behaviour. Positive reinforcement achieves this by presenting a rewarding stimulus following the action. Negative reinforcement increases target behaviour by removing or avoiding an unpleasant or aversive stimulus, distinguishing it fundamentally from punishment, which aims to decrease behaviour.

57. (D) Praise is most effective when it compares the student's performance to their peers.
Effective classroom praise is specific, sincere, and focused on individual effort, progress, and learning strategies. Comparing a student's performance to peers creates unhealthy competition, damages intrinsic motivation, and fosters social anxiety. Praise should emphasize mastery and personal growth rather than social comparison or relative standing within the student cohort.

58. (D) I, II and III
Positive reinforcers used in educational settings encompass social reinforcers, tangible reinforcers, and activity reinforcers. Utilizing a balanced variety of reinforcement types allows educators to cater to diverse student preferences, effectively encouraging positive conduct, academic effort, and active engagement throughout the varied learning activities of the school day.

59. (C) It causes the 'overjustification effect', undermining intrinsic motivation.
Excessive reliance on tangible extrinsic rewards for tasks students already find somewhat interesting can lead to the overjustification effect. When external rewards dominate, students begin to perform tasks solely for the reward rather than for inherent satisfaction or curiosity, ultimately eroding their intrinsic motivation and desire for self-directed learning.

60. (D) A is false but R is true
Classroom climate is primarily shaped by socio-emotional dynamics, including trust, respect, teacher-student rapport, and peer relationships, rather than physical infrastructure alone. While modern technology and facilities play a supporting role, they cannot compensate for poor interpersonal connections, rendering the claim that physical facilities purely determine classroom climate false.

61. (D) Financial Autonomy Dimension
In Rudolf Moos's educational framework, classroom climate comprises three core dimensions: Relationship Dimension, Personal Growth Dimension, and System Maintenance and Change Dimension. Financial Autonomy is an administrative or institutional economic concept completely unrelated to the socio-emotional and structural dimensions that define classroom learning environments.

62. (D) The teacher's demonstration of empathy, fairness, and active listening.
A supportive, emotionally safe classroom climate is built on empathetic teacher-student relationships, fairness, and active listening. When students feel respected and emotionally secure, they participate actively, ask questions, and take learning risks. Excessive zero-tolerance policies, hyper-competitive grading, or isolating struggling students destroy trust and create anxiety.

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63. (B) I, II and IV
A positive classroom climate is cultivated through high academic expectations, clear and consistent rules, and mutual respect among peers. Using sarcasm to address minor errors damages trust, humiliates students, and harms the emotional environment, making sarcasm counterproductive to establishing a supportive and respectful learning space.

45. (A) Both A and R are true and R is the correct explanation of A
Planned ignoring, or extinction, is an effective management tactic for minor, non-disruptive, attention-seeking misbehaviours. Reacting to every trivial infraction disrupts lesson flow and may inadvertently reinforce bad behaviour by giving it public attention. By ignoring minor infractions, teachers preserve instructional momentum while denying off-task actions the audience students seek.

46. (B) Using non-verbal cues like eye contact or proximity.
The principle of least intervention advocates using the least intrusive response necessary to correct minor classroom misbehaviour. Initial steps should include non-verbal strategies such as making direct eye contact, using subtle physical proximity, or gesturing. These low-profile techniques redirect off-task students without interrupting the lesson flow or escalating minor issues unnecessarily.

47. (C) Intervene calmly to separate students and ensure safety.
When a sudden verbal altercation occurs, the teacher's primary priority is ensuring physical and emotional safety. Intervening calmly to separate the conflicting students immediately stops escalation and restores order. Ignoring the conflict, forcing public peer judgment, or imposing immediate permanent expulsions are highly unsafe, unprofessional, and inappropriate administrative responses.

48. (B) I, III and IV
Effective techniques for managing disruptive behaviour include private redirection, using calm 'I' messages, and identifying underlying behavioral triggers. Engaging in public arguments with students is counterproductive, as power struggles damage teacher authority, escalate tension, and disrupt class momentum. Professional discipline remains calm, respectful, private, and focused on behavioral redirection.

49. (D) Proximity control
Proximity control involves moving closer to an off-task or disruptive student while maintaining instructional flow. By walking over, removing the distracting object, and standing nearby without stopping the lesson, the educator swiftly redirects the student's focus. This low-profile intervention addresses misbehaviour effectively without creating public confrontation or lesson downtime.

50. (A) Both A and R are true and R is the correct explanation of A
Classroom behaviour modification techniques are heavily rooted in operant conditioning theory, established by B.F. Skinner. Operant conditioning demonstrates that human behaviour is learned, maintained, or altered by its environmental consequences. By systematically applying positive reinforcement, negative reinforcement, or extinction, teachers effectively encourage desirable student behaviours and reduce unwanted classroom disruptions.

51. (C) Pairing a preferred activity to reinforce a less preferred activity.
The Premack Principle, often termed "Grandma's Rule," states that a high-frequency, preferred activity can serve as an effective reinforcer for engaging in a low-frequency, less preferred activity. In classrooms, teachers apply this by allowing students to participate in a desirable activity only after successfully completing their required academic tasks.

52. (D) A token economy
A token economy is a structured behaviour management system where students earn symbolic reinforcers, such as stars, tokens, or points, for demonstrating specified desirable behaviours. These earned tokens are later exchanged for tangible backup reinforcers, preferred activities, or special privileges, systematically motivating positive conduct across the classroom environment.

53. (B) I and III
Shaping involves reinforcing successive approximations toward a target behaviour, and negative reinforcement increases desirable actions by removing an unpleasant stimulus. Extinction, however, involves withholding reinforcement entirely to eliminate an unwanted behaviour; providing a positive reward for misbehaviour actually reinforces it, making statement II definitionally incorrect.

54. (B) Shaping
Shaping is an operant conditioning technique used to establish a novel target behaviour by systematically reinforcing successive

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because different learning goals require distinct spatial setups. While routines provide stability, physical configurations must remain adaptable; cooperative tasks demand cluster seating, whereas independent assessments require rows. Therefore, rigid seating throughout the year hinders pedagogical flexibility and optimal instructional delivery.

36. (A) Horseshoe or semi-circle
The horseshoe or semi-circle seating arrangement is ideal for whole-class discussions because it places all students in direct line of sight with one another and the educator. This spatial configuration encourages open dialogue, supports active listening, simplifies non-verbal communication, and allows the teacher to monitor every student effortlessly during discussions.

37. (C) Cluster seating
Cluster seating, where small groups of desks are arranged facing each other, is the most effective layout for project-based and cooperative learning tasks. This physical arrangement facilitates face-to-face interaction, easy communication, and resource sharing among team members, enabling effective collaboration during small group tasks and hands-on projects.

38. (B) I and II
Desk rows effectively minimize off-task talking during independent work, while cluster seating maximizes peer interaction during group activities. However, physical proximity between the teacher and students significantly impacts behaviour; moving closer to students reduces off-task actions and restores focus, making the claim that proximity has no measurable impact false.

39. (D) It increases off-task social conversation.
While cluster seating excels at facilitating student collaboration, its primary drawback when unmanaged is the increased likelihood of off-task social conversation. Direct face-to-face seating makes cross-talking easy, which can distract students during individual learning tasks unless clear behavioral boundaries, active teacher monitoring, and structured task directions are enforced.

40. (D) A is false but R is true
Academic Learning Time (ALT) is not synonymous with allocated time. Allocated time represents the total duration assigned to a subject on the timetable, whereas ALT refers specifically to the time students spend actively and successfully engaged in meaningful learning tasks. Thus, ALT is a refined subset of allocated time reflecting high instructional quality.

41. (C) The time students actively pay attention and work on learning tasks.
Engaged time, often called time-on-task, refers to the precise portion of allocated class time during which students actively pay attention, participate, and work on assigned educational tasks. Maximizing engaged time by minimizing non-instructional administrative delays is a fundamental goal of effective classroom management and directly improves student learning outcomes.

42. (D) Academic Learning Time
In this scenario, spending half the class duration on administrative routine and behavioral correction drastically reduces the time available for meaningful instructional engagement. Academic Learning Time requires students to be actively processing content with high success rates. Excessive non-instructional delays severely limit learning opportunities, compromising Academic Learning Time despite scheduled allocated time.

43. (A) I and II
Preparing instructional materials beforehand and utilizing short sponge activities to fill unexpected instructional gaps are exemplary time management strategies. Conversely, extending lessons into scheduled breaks disrupts school-wide routines, causes student fatigue, and leads to disengagement, making the extension of teaching into break times an inappropriate pedagogical practice.

44. (D) Management of transition time
Transition time involves moving from one learning activity to another within a lesson. Failing to provide clear instructions, establish organized procedures, or manage equipment cleanup creates confusion and lost time. Efficient management of transition time is essential for preserving instructional momentum, maintaining classroom order, and maximizing overall student time-on-task.

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64. (A) Psychological safety
Psychological safety describes an environment where students feel secure taking intellectual risks, asking questions, and admitting mistakes without fear of ridicule, punishment, or rejection. High psychological safety fosters curiosity, active engagement, and deep learning, serving as a foundational element of positive classroom culture and emotional well-being.

65. (D) A is false but R is true
Building rapport requires warmth, empathy, and respect while maintaining professional authority; teachers should not act strictly as peers, as clear boundaries are essential. However, professional boundaries do not prevent teachers from understanding students' cultural backgrounds. Thus, the assertion that teachers must act as peers is false, while boundaries remain essential.

66. (B) Memorising students' names quickly and pronouncing them correctly.
Learning and correctly pronouncing students' names quickly communicates personal value, respect, and cultural validation, laying a strong foundation for positive teacher-student rapport. Secondary students respond well to educators who show genuine personal interest while maintaining professional standards, whereas detached language, favoritism, or refusing personal interactions damage trust.

67. (D) Maintaining eye contact, nodding, and paraphrasing the student's concern.
Active listening involves demonstrating full attention through steady eye contact, encouraging non-verbal nods, and paraphrasing speaker statements to ensure accurate understanding. This non-judgmental approach validates the student's feelings, builds mutual trust, and establishes strong rapport, whereas interrupting, showing distraction, or dismissing personal concerns alienates the student.

68. (A) I, II and III
Greeting students personally, taking interest in their extracurricular pursuits, and sharing relatable anecdotes build strong teacher-student rapport. Publicly discussing student grades, however, violates privacy, causes humiliation, and breaks trust, making grade transparency in front of peers inappropriate and harmful to classroom climate.

69. (A) Preserving student dignity
Praising students publicly while addressing misbehaviour privately preserves student dignity and prevents public embarrassment. Correcting behaviour privately avoids triggering defensive reactions or power struggles, maintaining a safe emotional space. Respecting dignity strengthens mutual trust, fosters constructive teacher-student rapport, and reinforces positive classroom norms effectively.

70. (A) Both A and R are true and R is the correct explanation of A
Unstructured transition periods create downtime where clarity is lost, allowing off-task and disruptive behaviours to emerge easily. Managing transitions smoothly with clear signals and structured routines eliminates these managerial vacuums. This proactive efficiency preserves instructional time, maintains classroom momentum, and significantly reduces behavioral disruptions.

71. (D) Moving from one instructional activity or physical location to another.
In classroom management, a transition refers to the procedural movement between distinct instructional activities, subjects, or physical locations within the school day. Efficient transitions require clear routines to minimize lost time, sustain student focus, and maintain an organized, calm learning environment during activity shifts.

72. (D) Using a consistent, pre-taught signal to initiate the transition.
The most effective proactive strategy for managing transitions is utilizing a consistent, pre-taught signal—such as a chime, count-down, or hand gesture—to gather student attention before giving clear directions. This establishes predictable routines, reduces transition confusion, and ensures smooth, efficient shifts between classroom activities.

73. (A) I, II, III, IV
Executing a classroom transition smoothly requires a logical four-step sequence. First, the teacher gains the attention of the whole class. Second, precise instructions for the upcoming movement are delivered. Third, an explicit start signal is given. Finally, the teacher monitors student execution and provides feedback.

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for managing minor classroom disruptions. The teacher quietly corrects the pencil-tapping behaviour without speaking, preserving instructional flow, protecting student dignity, and avoiding unnecessary confrontation or class-wide distraction.

115. (A) Both A and R are true and R is the correct explanation of A
Offering structured choices within the classroom enhances student autonomy, fulfilling psychological needs for control and self-determination. When students select from valid choices provided by the teacher, power struggles dissipate, behavioral resistance decreases, and personal investment in completing tasks increases significantly, leading to improved classroom harmony.

116. (B) A short, meaningful academic task used to soak up dead instructional time.
A sponge activity is a brief, purposeful educational exercise designed to "soak up" unexpected downtime or short transitional gaps during lessons. By keeping students actively engaged in meaningful tasks when primary activities finish early, sponge activities prevent boredom, minimize off-task behaviour, and maximize instructional efficiency.

117. (C) Having a brief math puzzle on the board for students to solve upon sitting down.
Displaying a brief math puzzle on the board as students enter represents an effective sponge activity or bell-ringer. It immediately focuses student attention, establishes an academic routine, and soaks up arrival time productively, whereas unstructured phone use, sleeping, or running errands wastes instructional time and disrupts focus.

118. (D) I, II and III
Designing the physical environment requires optimizing traffic patterns to prevent congestion, maintaining clear sightlines for visibility, and ensuring easy accessibility to learning resources. Considering these three elements minimizes physical disruptions, enhances classroom safety, supports active teacher monitoring, and creates an organized space conducive to efficient instruction.

119. (D) Ensuring clear traffic patterns
Placing a teacher's desk in the center of the room obstructs physical movement and creates bottlenecks, violating the core principle of maintaining clear traffic patterns. High-traffic walkways, entryways, and access routes to resources must remain completely unobstructed to ensure safety, smooth classroom mobility, and efficient transitions.

120. (C) A is true but R is false
Isolating a student in a time-out corner is not universally effective for all misbehaviours, especially academic struggles, which require instructional scaffolding rather than behavioral isolation. Time-out removes attention, but it does not address skill deficits or internal emotional distress, making the claim that it modifies all behaviours false.

121. (C) Calm-down corners are self-selected regulation spaces, while time-outs are punitive isolations.
A calm-down corner is a supportive, self-selected space where students voluntarily go to manage emotions and regain focus using sensory tools. In contrast, a traditional time-out is an enforced, punitive isolation used by teachers to punish misbehaviour, relying on external exclusion rather than internal self-regulation development.

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122. (B) How reprimanding one student influences observing peers' behaviour.
Identified by Jacob Kounin, the ripple effect describes how a teacher's management action or reprimand directed at an individual student influences the conduct of surrounding, observing peers. When a teacher corrects a student clearly and firmly, nearby peers adjust their own behaviour accordingly without receiving direct reprimands.

123. (A) I and II
Research shows that reprimands (desists) positively influence the ripple effect when delivered with clarity and firmness. Clear instructions tell observing students expected conduct, while firmness communicates teacher intent. Roughness—characterized by anger or verbal aggression—damages climate and provokes student hostility, rendering it ineffective.

84. (C) Investigate, as cyberbullying affects student safety and school performance.
School administrators must investigate cyberbullying incidents because off-campus digital harassment directly disrupts student emotional well-being, feelings of safety, and academic focus within the school environment. Modern administrative guidelines mandate intervention when electronic harassment creates a hostile learning atmosphere that impacts a student's educational access.

85. (A) Both A and R are true and R is the correct explanation of A
Restorative practices prioritize repairing relational harm and rebuilding community trust over strictly applying exclusionary punishment. By requiring offenders to acknowledge their choices, understand the emotional impact on victims, and actively make amends, restorative approaches foster genuine empathy, personal accountability, and long-term positive behavioral modification.

86. (B) The restorative circle (or community circle)
The restorative circle is a core structured tool used in restorative classrooms. It provides a safe, equitable forum where students and teachers sit together to share perspectives, resolve conflicts, build empathy, and address behavioral harm through guided dialogue, active listening, and collective problem-solving.

87. (C) What happened, and who has been affected by your actions?
Restorative conversations utilize non-judgmental, open-ended questions focused on accountability and impact. Asking what occurred and identifying who was affected helps the individual reflect on their choices and understand the broader relational consequences, facilitating empathy and restorative resolution rather than defensive reactions triggered by accusatory questioning.

88. (B) I and III
Restorative practices depend on voluntary participation to foster genuine healing and utilize affective statements to express emotional impact clearly. They do not automatically replace administrative safety protocols for severe violent offenses; safety remains paramount, requiring restorative frameworks to complement, rather than completely eliminate, necessary emergency safety measures.

89. (C) Restorative practices
Facilitating a structured mediation session where conflicting students express feelings, listen actively, and construct a resolution plan exemplifies restorative practices. This process focuses on resolving conflict, repairing interpersonal damage, and developing problem-solving skills, moving beyond punitive measures like automatic suspension to rebuild classroom community trust.

90. (A) Both A and R are true and R is the correct explanation of A
Co-creating classroom rules with students early in the school year builds commitment and compliance. When students participate in rule-making, they understand the underlying purpose of expectations and feel valued as community members. This sense of personal ownership transforms rules into shared social agreements, significantly improving student cooperation.

91. (C) Students internalise rules as a social contract.
When classroom rules are democratically co-created, students view them as a fair social contract rather than imposed directives. This collaborative process enhances intrinsic motivation, promotes mutual respect, and encourages students to internalize behavioral standards, leading to higher compliance and a supportive learning environment.

92. (C) Consolidate student ideas into 3-5 positively stated rules.
After brainstorming rules with students, the educator should synthesize their suggestions into three to five clear, positively stated core expectations. Concise rules are easily remembered, understood, and applied, whereas excessively long lists or arbitrary negative punishments confuse students and hinder effective classroom management.

93. (A) I, II, III, IV
The process of co-creating classroom rules begins with discussing why rules are necessary for community well-being. Next, students brainstorm expectations. The teacher then helps consolidate these ideas into key positive rules. Finally, students sign the finalized document, signaling shared commitment and mutual accountability.

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94. (D) Democratic management
Asking students to define their ideal learning environment and determine shared agreements embodies democratic classroom management. This approach values student voice, promotes shared leadership, and fosters personal responsibility, creating an inclusive classroom culture built on mutual respect rather than authoritarian coercion or passive permissive management styles.

95. (D) A is false but R is true
Managing diverse classrooms through a rigid, identical approach ignores individual learning differences and cultural backgrounds, failing to support all students effectively. True equity requires providing differentiated instruction tailored to varied cognitive, linguistic, and physical needs, ensuring equal educational opportunities rather than enforcing strict uniformity.

96. (B) Tailoring instruction, process, and products to meet diverse student needs.
Differentiated instruction involves modifying teaching strategies, learning processes, content delivery, and assessment products to match students' diverse readiness levels, interests, and learning profiles. It ensures that every student experiences appropriate cognitive challenge and learning support without lowering academic standards or tracking students into permanent fixed ability groups.

97. (C) Universal Design for Learning
Universal Design for Learning (UDL) is an educational framework that proactively designs flexible curricula, learning environments, and instructional methods to accommodate diverse learners, including CWSN. By incorporating multiple means of representation, engagement, and expression, UDL removes learning barriers from the outset and optimizes educational access for all students.

98. (B) I, II and IV
Culturally responsive pedagogy, flexible grouping, and multi-modal instruction represent best practices for managing classroom diversity. Enforcing rigid monolingual policies that dismiss multilingual students' native languages impedes cognitive development, harms cultural identity, and violates inclusive teaching principles, making English-only mandates inappropriate in diverse settings.

99. (A) Diverse learning styles
Presenting information through multiple sensory channels—combining written text, verbal directions, and visual diagrams—effectively addresses diverse learning preferences. Multi-modal presentation ensures that visual, auditory, and kinesthetic learners process instructions clearly, minimizing confusion, enhancing task completion, and supporting equitable learning access across the entire class.

100. (D) A is false but R is true
A well-managed classroom is defined by purposeful engagement and learning, not absolute silence or physical rigidity. High-quality instruction often involves interactive discussions and collaboration. While quiet focus is useful for specific individual tasks, equating total silence to effective management is false, despite quiet environments reducing noise distractions during independent work.

101. (B) Students help make decisions and take responsibility for learning and behavior.
A primary characteristic of a democratic classroom is shared decision-making, where students actively contribute to setting expectations, solving problems, and taking responsibility for their conduct and learning. The educator retains guiding authority while honoring student voice, creating a balanced environment that avoids both authoritarian control and permissive chaos.

102. (C) Attention, power, revenge, and display of inadequacy.
Pioneered by Rudolf Dreikurs, the four mistaken goals of student misbehaviour are attention-seeking, power-seeking, revenge-seeking, and display of inadequacy. Dreikurs asserted that misbehaviour stems from a discouraged student's misguided belief that acting out in these specific ways will grant them social status and belonging within the group.

103. (A) Attention-getting
In Dreikurs' model, when a student misbehaves to gain attention, ignoring the disruptive action typically causes the behaviour to cease, as the underlying desire for immediate notice remains unfulfilled. The student's use of frequent irrelevant

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interruptions was a classic manifestation of the mistaken goal of attention-getting.

104. (B) Goal: Power; Strategy: Offering choices
Refusing to work, tearing papers, and claiming "you can't make me" are classic signs of a power-seeking mistaken goal. The teacher defuses the power struggle by avoiding direct confrontation and offering choices, restoring the student's sense of autonomy while maintaining instructional expectations calmly and effectively.

105. (D) A is false but R is true
In William Glasser's Choice Theory, a lead-teacher rejects coercion, threats, and external rewards, focusing instead on internal motivation and self-evaluation. Choice Theory posits that all human action stems from attempting to meet five basic internal needs, making the claim that Choice Theory relies on coercion false.

106. (B) Involve students in discussions on work quality and improvement.
According to William Glasser's Choice Theory, a 'Lead Teacher' avoids coercive control, threats, and rigid demands. Instead, a Lead Teacher engages students in meaningful dialogue regarding learning quality, provides support, models high standards, and encourages continuous self-evaluation, creating a cooperative and intrinsically motivated classroom environment.

107. (C) Assertive Discipline
Developed by Lee and Marlene Canter, Assertive Discipline asserts that teachers have the right to teach and students have the right to learn in a disruption-free environment. It provides a clear, systematic framework of explicit rules, positive reinforcement for compliance, and a transparent hierarchy of corrective consequences for rule violations.

108. (B) II and III
Assertive Discipline relies on a clear, published discipline plan shared with students and parents, incorporating a structured hierarchy of consequences. It explicitly rejects hostile or aggressive teacher behaviour; teachers must communicate calmly, firmly, and assertively, setting firm limits while maintaining mutual respect and professional composure.

109. (B) Teacher Effectiveness Training (TET)
Developed by Thomas Gordon, Teacher Effectiveness Training (TET) advocates the use of 'I-messages' to communicate personal feelings and tangible behavioral impacts non-defensively. Expressing concerns through 'I-messages' rather than accusatory 'You-messages' reduces student defensiveness, preserves self-esteem, and facilitates collaborative problem-solving in classroom management.

110. (A) Both A and R are true and R is the correct explanation of A
'I-messages' minimize student defensiveness during disciplinary interactions because they state the teacher's feelings and the objective effect of the behaviour without attacking the student's personal character. By describing the situation neutrally rather than delivering accusatory 'You-messages', educators encourage student reflection, accountability, and positive behavioral adjustment.

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111. (B) Moving physically closer to an off-task student to gently redirect focus.
Proximity control is a non-verbal classroom management technique where the teacher moves physically closer to an off-task or disruptive student. Proximity quietly signals teacher awareness and redirects the student back to work without interrupting whole-class instruction, escalating minor issues, or publicly embarrassing the individual.

112. (D) Using specific actions to stop misbehaviour like a verbal warning.
Desist strategies refer to specific teacher behaviors aimed directly at stopping ongoing student misbehaviour. These actions range from non-verbal signals and subtle proximity control to direct verbal warnings or behavioral directives, designed to halt disruptions efficiently and redirect students toward constructive learning activities.

113. (B) I, III and IV
Appropriate non-verbal interventions include eye contact, pointing to instructional tasks, and using silent hand signals. Shouting across the room is a loud, intrusive verbal reprimand that escalates anxiety, disrupts lesson flow, and damages classroom climate, running counter to the low-profile principles of non-verbal management.

114. (C) Least intrusive strategy
Tapping a desk lightly while making direct eye contact represents the least intrusive strategy

and incorporating both group and individual accountability assessments. Making group sizes excessively large increases anonymity and diffuses responsibility, encouraging social loafing rather than active individual participation in collaborative learning.

154. (C) Assign a Materials Manager to collect and return group supplies.
Assigning a designated Materials Manager within student groups creates structured procedures for distributing and collecting shared supplies. This organizational role eliminates supply arguments, establishes peer responsibility, reduces unnecessary classroom traffic, and maintains order during hands-on, art-integrated learning activities.

155. (D) A is false but R is true
School administrators have a legal and educational obligation to address cyberbullying even if it originates off-campus, because digital harassment directly disrupts student emotional well-being and impacts the school environment. The assertion that schools cannot intervene in cyberbullying is false, while the reasoning correctly highlights the duty of care.

156. (B) Using SEL curricula that teach empathy and conflict resolution.
Proactive bullying prevention relies on Social-Emotional Learning (SEL) programs that explicitly teach empathy, emotional regulation, and peaceful conflict resolution. Developing socio-emotional competencies addresses root behavioral causes, fosters an inclusive school culture, and equips students with positive interpersonal skills to prevent bullying before it occurs.

157. (D) Speak up safely, support the victim, and report to an adult.
Cultivating a bystander intervention culture requires teaching students to act safely as upstanders. Students learn to speak out against harassment when safe, offer immediate comfort to victims, and report incidents promptly to school staff. This collective response removes social approval for bullying and fosters community safety.

158. (B) III, IV and V
Shifting peer dynamics requires targeting followers, passive supporters, and potential defenders rather than focusing solely on bullies and victims. Because bullies depend on social validation, mobilizing the broader peer group to withhold approval and defend targets effectively dismantles the social reinforcement that sustains bullying behaviour.

159. (A) The offender, the victim, and a trained facilitator.
An effective restorative conference requires the presence of the offender, the victim, and a trained neutral facilitator. This intimate setting allows involved parties to express how the incident affected them, take responsibility, and collaboratively agree on meaningful reparations in a safe, structured, and confidential environment.

160. (D) A is false but R is true
Restorative discipline does not eliminate consequences; instead, it replaces punitive, arbitrary sanctions with logical consequences focused on repairing harm. Asserting that restorative approaches lack consequences is false, as students are held accountable through direct actions, making amends, and restoring relational trust within the community.

161. (B) Proactive morning circles to share feelings and build relationships.
Proactive morning circles are central to building restorative classroom communities. By sitting in a circle to share thoughts, express feelings, and discuss expectations, students develop trust, empathy, and interpersonal connections, establishing an emotionally safe environment that prevents conflict and supports collaborative learning.

162. (B) Exploring who was affected and how they were harmed.
Following the initial establishment of facts in restorative mediation, the facilitator guides participants to explore who was affected and the extent of emotional or physical harm caused. This crucial step fosters empathy, helps the offender comprehend the impact of their choices, and lays the groundwork for repair.

163. (B) I, II and IV
Successful implementation of restorative practices reduces suspension rates, improves classroom climate, and strengthens student accountability. Expecting the total elimination of all human conflict is unrealistic; restorative

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124. (D) Clarity
The teacher's desist is highly effective because it possesses high clarity. By naming specific students, directing them to stop talking, and providing precise instructions to return to reading page 42, the educator eliminates ambiguity. Clear directives leave no room for confusion, allowing students to adjust behaviour immediately.

125. (A) Both A and R are true and R is the correct explanation of A
Teachers should avoid using sarcasm or public humiliation, particularly with adolescents, because these tactics damage student self-esteem and destroy trust. Public embarrassment triggers defensive hostility, sparks power struggles, and undermines classroom climate, making respectful, private redirection far more effective for managing teenage behaviour.

126. (B) Continuous lesson progression without unnecessary slow-downs.
In lesson management, momentum refers to maintaining a steady, continuous instructional pace without unnecessary interruptions, long delays, or teacher-caused slowdowns. High momentum keeps students engaged, prevents downtime, and minimizes opportunities for off-task behaviour, ensuring that instructional time is fully optimized throughout the class period.

127. (C) Overdwelling on minor behavioral issues or simple concepts.
Overdwelling occurs when an educator spends excessive time nagging students about minor infractions or over-explaining simple concepts that students already understand. This bad habit halts lesson flow, destroys instructional momentum, creates student boredom, and increases the likelihood of off-task disruptions across the classroom.

128. (A) I and II
Stopping instruction to lecture about litter or interrupting silent reading for minor board typos represent stimulus-boundedness and flip-flops, destroying lesson smoothness. Moving seamlessly from instruction to guided practice maintains proper lesson flow, demonstrating successful management rather than a failure in lesson smoothness.

129. (D) Fragmentation
Fragmentation occurs when a teacher unnecessarily breaks down a simple, unified task into a series of tedious, micro-managed individual steps. This over-analysis of simple actions slows lesson momentum, frustrates capable students, and creates dull downtime, which often leads to classroom management difficulties.

130. (A) Both A and R are true and R is the correct explanation of A
High rates of academic success reduce behavioral issues because students who feel competent remain actively engaged in learning. When tasks match student skill levels, frustration and failure decrease, eliminating primary triggers for disruptive behaviour and significantly easing overall classroom management burdens for the educator.

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131. (D) Providing immediate, specific praise when students behave well.
Providing immediate, specific feedback reinforces positive conduct by clearly linking desired actions to teacher recognition. Delayed general comments, public comparison with peers, or using feedback solely for punishment weaken behavioral reinforcement and damage climate, making timely, specific praise the most effective strategy.

132. (C) Using group contingencies where teams earn rewards for collective good behaviour.
Leveraging peer influence constructively involves utilizing group contingencies where student teams work together to earn shared rewards based on positive behavioral criteria. Interdependent group contingencies encourage peers to support, remind, and motivate one another positively, fostering group unity and shared responsibility without resorting to shaming.

133. (D) I, II and III
The Good Behavior Game is a well-researched group contingency model where the class is divided into teams, rules are defined, and teams record marks for infractions. Groups maintaining marks below a set threshold earn rewards, harnessing peer support to reduce disruptions and improve classroom behaviour effectively.

134. (D) It puts target behaviors, rewards, and consequences in writing with the student.
A Behavior Contract establishes a formal written agreement outlining specific target behaviours, agreed-upon rewards, and predictable consequences. Involving the student in drafting the contract fosters personal accountability, clarifies behavioral expectations, and provides a clear, structured framework for systematic behavioral monitoring and improvement.

135. (A) Both A and R are true and R is the correct explanation of A
Culturally responsive management requires teachers to examine personal cultural assumptions and recognize that behavioral expressions vary across cultures. Behaviours like avoiding direct eye contact may reflect respect in certain cultures while being perceived as defiance in others. Understanding these cultural nuances prevents misunderstandings and promotes equitable management.

136. (D) Acknowledge enthusiasm while reminding the student of hand-raising procedures.
When a student calls out answers due to genuine academic enthusiasm, the educator should acknowledge their interest while calmly reinforcing hand-raising norms. Suppressing passion through harsh penalties or total detachment damages learning interest, whereas gentle redirection maintains motivation while upholding classroom order and turn-taking procedures.

137. (B) Statements expressing the teacher's feelings about a behaviour's impact.
Affective statements are fundamental tools in restorative practices that express how a specific behaviour affects the educator or others emotionally. By communicating feelings neutrally (e.g., "I feel concerned when..."), affective statements build student empathy, highlight relational impact, and promote accountability without resorting to hostile or accusatory language.

138. (B) II only
Restorative and positive discipline frameworks explicitly recommend 'I-statements' that communicate personal feelings and objective consequences without attacking the student. Blaming 'You-statements' and confrontational threats provoke defensiveness, escalate conflict, and harm teacher-student trust, making constructive 'I-messages' the preferred communication style for resolving behavioural issues.

139. (B) Starting with praise, discussing concerns, and ending with a positive goal.
The sandwich approach to communication frames constructive criticism between two positive statements. In parent-teacher discussions, the educator opens with genuine praise regarding student strengths, addresses specific behavioral or academic concerns neutrally, and concludes with an encouraging collaborative action plan, fostering positive parent partnership and trust.

140. (D) A is false but R is true
Enforcing identical, rigid behavioral expectations on Children with Special Needs (CWSN) ignores individual cognitive and physical disabilities, violating inclusive principles. Individualized Education Programs (IEPs) mandate specific behavioral accommodations. Thus, requiring strict uniform management is false, while recognizing IEP legal mandates is correct.

141. (C) Allowing discrete fidget tools and providing opportunities for movement breaks.
For students with ADHD, forcing long periods of physical stillness exacerbates restlessness and reduces focus. Providing discrete fidget tools, preferential seating, and structured movement breaks accommodates hyperactive needs appropriately, supporting academic focus and emotional regulation without disrupting the broader classroom environment or degrading curricular standards.

142. (D) Providing visual schedules and advance transition warnings.
Students on the autism spectrum often experience heightened anxiety during unstructured transitions. Proactively providing visual schedules and advance time warnings offers predictability, helping students anticipate shifts in routine. This structured support reduces anxiety and prevents emotional meltdowns, promoting smooth classroom movement and inclusive stability.

143. (B) I, III and IV
Multi-modal instruction, peer-tutoring, and displaying culturally diverse materials create an inclusive environment. Enforcing a rigid,

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competitive grading curve disadvantages diverse learners and increases stress. Inclusive classrooms prioritize cooperative growth, fair assessment, and cultural representation over hyper-competitive grading systems that harm peer relationships.

144. (C) Pair with bilingual peers and use visual aids to support communication.
Supporting language acquisition and preventing frustration in new language learners involves pairing them with supportive bilingual peers and utilizing visual aids. Punishing acting-out behaviours caused by language barriers or ignoring students entirely exacerbates alienation, whereas supportive linguistic scaffolding builds confidence and classroom engagement.

145. (B) Both A and R are true but R is not the correct explanation of A
Developing collaborative rules takes time initially, but this investment saves significant instructional time later by preventing behavioural issues. While both statements accurately describe classroom management dynamics, statement R explains the long-term benefit of rule creation rather than serving as the direct causal explanation for the initial time spent.

146. (D) A certificate presented at assembly.
Extrinsic motivators are external rewards or incentives given to encourage specific behaviours. Presenting a formal certificate during an assembly represents an extrinsic motivator because the drive to act stems from earning external recognition, unlike intrinsic motivators driven by internal curiosity, enjoyment, or personal satisfaction.

147. (B) They can undermine intrinsic motivation to learn.
Over-relying on extrinsic motivators like stickers or tokens can cause students to engage in learning solely for external rewards rather than internal curiosity. Over time, this undermines intrinsic motivation, making students dependent on continuous external reinforcement to complete tasks they might otherwise enjoy naturally.

148. (B) II
Research consistently demonstrates that the authoritative classroom management style—characterized by high control, structured expectations, and high warmth—yields optimal student outcomes. Authoritative teachers establish firm boundaries while showing empathy and responsiveness, fostering strong academic achievement, self-regulation, and positive social development.

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149. (D) Authoritative
A teacher who maintains clear, consistent expectations while demonstrating warmth, active listening, and praise exemplifies the authoritative management style. This balanced approach combines structured discipline with high socio-emotional support, creating a safe, highly productive learning environment conducive to student growth and academic success.

150. (A) Both A and R are true and R is the correct explanation of A
Managing transitions efficiently defines expert teaching because transition periods are particularly vulnerable to classroom disruptions. Unorganized transitions waste allocated instructional time and create unstructured vacuums where off-task behaviours easily flourish. Streamlining transitions preserves valuable academic learning time, minimizes behavioral distractions, and maintains continuous, focused student engagement throughout the entire school day.

151. (B) Moving the entire class from the classroom to the playground for PE.
Moving an entire class across physical spaces—such as from the classroom to the playground—involves significant movement, noise, and environmental shifts, requiring the highest level of structured management. Clear procedures, explicit travel rules, and active teacher monitoring are essential to maintain safety and classroom order during outdoor transitions.

152. (B) Putting in less effort when working in a group than individually.
Social loafing describes the tendency of individuals to exert less cognitive effort when working collectively in a group than when working individually. In classroom group tasks, social loafing occurs when individual accountability is absent, allowing disengaged students to rely on the efforts of higher-performing peers.

153. (A) I, II and III
Preventing social loafing involves keeping group sizes small, assigning specific individual roles,

74. (D) Teaching and practising a specific transition routine until it is fast.
When transitions are noisy and inefficient, the most effective solution is explicitly teaching, modeling, and practicing a dedicated transition routine until students perform it quickly and quietly. Punitive homework, constant referrals, or eliminating subjects fail to address the root procedural deficit, whereas routine practice builds lasting behavioral habits.

75. (C) A is true but R is false
Group alerting is a Kounin management technique designed to keep all students attentive by posing a question to the entire class before calling on a specific individual. This ensures everyone thinks about the answer. Stating that group alerting calls on a student first is definitionally false, as doing so invites other students to disengage.

76. (B) Assigning specific roles (like timekeeper or recorder) to each member.
Maintaining accountability during group work is best achieved by assigning defined, complementary roles to individual group members, such as recorder, presenter, or timekeeper. Specific roles ensure every student contributes meaningfully to the shared objective, preventing social loafing and keeping group activities structured, equitable, and productive.

77. (B) Group members succeed only when every other member succeeds.
Positive interdependence is a foundational element of cooperative learning where group members realize that their individual success depends directly on the success of their peers. This structure encourages students to collaborate, support one another, share resources, and work collectively toward achieving common group learning goals.

78. (B) I, II and IV
Effective group management requires establishing quiet signals, circulating to monitor progress, and keeping instructions visible. Intervening immediately to give direct answers during group struggles is counterproductive; teachers should facilitate problem-solving through scaffolding rather than removing cognitive challenges, thereby encouraging independent critical thinking among students.

79. (A) Active physical monitoring
When a teacher remains stationary at a desk while students engage in group work, active physical monitoring is absent. Circulating through the room allows educators to track progress, answer questions, provide scaffolding, and maintain proximity control, which deters off-task social conversation and keeps groups focused on assigned tasks.

80. (D) A is false but R is true
Bullying is not a normal or healthy rite of passage; it is an abusive behaviour involving intentional harm and power imbalance that inflicts severe psychological trauma. Dismissing bullying as normal is false, whereas recognizing its destructive nature and addressing its underlying causes through proactive intervention is essential for school safety.

81. (C) An isolated argument between friends of equal standing.
Bullying is characterized by repeated negative actions, intentional harm, and a distinct power imbalance between perpetrator and target. An isolated conflict or disagreement between peers of equal power, while challenging, does not constitute bullying because it lacks the systematic repetition, malicious intent, and power asymmetry inherent to bullying behaviours.

82. (C) The bystanders, empowering them to be upstanders.
Bystanders constitute the largest group present during bullying incidents. Empowering bystanders to become upstanders—individuals who safely intervene, support victims, and report incidents—shifts peer group dynamics. Altering bystander behavior removes social rewards for bullies, creating a supportive culture where bullying behaviour is actively discouraged by the student community.

83. (A) I, II and III
Comprehensive anti-bullying programs rely on clear reporting channels, regular climate surveys, and heightened adult supervision in unstructured areas. Blaming victims for provoking bullying is harmful, unjust, and unacceptable, as anti-bullying frameworks strictly protect victims and place responsibility entirely on perpetrators and supportive school systems.

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frameworks do not eliminate conflict entirely but provide constructive, peaceful methods for resolving interpersonal issues when they arise.

164. (A) Restorative community circle
Utilizing a talking piece while sitting in a circle is a trademark of a restorative community circle. The talking piece ensures equitable participation by granting exclusive speaking rights to the holder, encouraging active listening, respectful dialogue, and shared community building across the classroom group.

165. (D) A is false but R is true
Co-creating classroom rules is a pedagogical strategy that builds civic responsibility and ownership, not an abdication of teacher authority. The educator retains professional leadership while guiding students to establish shared standards. Thus, claiming the teacher abdicates authority is false, while the developmental benefits stated in R are correct.

166. (B) Explain school policy requirements, then negotiate a practical compromise.
When students suggest unfeasible rules, such as eliminating homework entirely, the teacher should explain institutional requirements neutrally and guide negotiations toward a balanced compromise. This maintains the democratic integrity of rule creation while ensuring expectations align with educational standards and school policies.

167. (C) Logical consequences
Logical consequences are interventions directly related to misbehaviour, reasonable in scope, and respectful of student dignity. Unlike arbitrary penalties, logical consequences teach responsibility by directly linking the corrective action to the misbehaviour, helping students understand the natural outcomes of their behavioral choices.

168. (C) The student cleans the desk and assists in cleaning other desks.
Cleaning the defaced desk directly relates to writing on furniture, representing a classic logical consequence. It requires the student to fix the damage caused by their actions, teaching personal responsibility and property respect without relying on unrelated punitive measures like academic grade reductions or suspensions.

169. (B) Interpersonal climate
Discussing how class members should treat each other to ensure emotional and conversational safety targets the interpersonal climate. Establishing norms for respectful communication fosters mutual trust, psychological safety, and positive relationships, creating a strong foundation for a supportive, inclusive learning environment.

170. (D) A is false but R is true
Managing diversity requires differentiated support tailored to diverse backgrounds and abilities rather than identical treatment. Enforcing strict uniformity ignores individual learning needs and disadvantages vulnerable students. Therefore, asserting that diversity management requires identical treatment is false, while the principle of educational equity stated in R is true.

171. (C) Pairing verbal instructions with visual supports and gestures.
Supporting Multilingual Learners effectively involves pairing spoken directions with visual aids, graphic organizers, and gestures. Multimodal scaffolding enhances comprehension, bridges language gaps, and lowers anxiety, whereas prohibiting native language use or relying solely on fast verbal speech creates severe learning barriers.

172. (B) Keeping core objectives identical while adjusting task complexity.
Tiered assignments maintain identical essential learning goals for all students while varying the complexity, depth, or scaffolding of the task based on readiness. This strategy enables teachers to manage academic diversity effectively, ensuring struggling students receive support while advanced learners encounter appropriate cognitive challenge.

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173. (A) I and II
Flexible seating options and providing choices in demonstrating learning align directly with Universal Design for Learning (UDL) principles, catering to diverse physical and cognitive needs. Relying exclusively on single-mode direct instruction contradicts UDL principles by failing to accommodate varied learning styles and sensory preferences.

aids for arithmetic tasks.

26. Which of the following best represents an accommodation rather than a modification for a student with a learning disability?
(A) Allowing the student extra time to complete the standard class test.
(B) Reducing the number of learning outcomes the student is expected to achieve.
(C) Providing a test on elementary concepts while the rest of the class takes an advanced test.
(D) Excusing the student from taking the final examination.

27. Autism Spectrum Disorder (ASD) is considered a developmental disability. Which of the following is a hallmark characteristic often observed in learners with ASD?
(A) Demonstrating exceptional verbal fluency alongside poor written expression skills.
(B) Having social communication difficulties and preference for routines.
(C) Facing severe physical mobility restrictions in performing daily activities.
(D) Exhibiting frequent and uncontrollable involuntary vocal or motor tics.

28. To support a learner with Autism Spectrum Disorder (ASD) who struggles with transitions between activities, a teacher should:
(A) Change the daily schedule frequently to build adaptability.
(B) Provide visual schedules and advance warnings before transitions.
(C) Use loud auditory signals like a bell to command attention immediately.
(D) Punish the student for showing distress during transitions.

29. A student with ADHD frequently leaves their seat during instruction and has difficulty sustaining attention. A pedagogically sound strategy to support this learner is to:
(A) Incorporate purposeful movement and short breaks into tasks.
(B) Seat the student at a desk isolated in the corner facing the wall.
(C) Deduct marks for every instance where the student leaves their seat.
(D) Assign an increased volume of written classwork to stay occupied.

30. Consider the following statements about Attention Deficit Hyperactivity Disorder (ADHD):
I. It is exclusively characterized by hyperactive behavior.
II. It can manifest primarily as inattentiveness without hyperactivity.
III. It falls under the category of specified disabilities in the RPwD Act 2016 under neurodevelopmental disorders.
IV. Students with ADHD cannot learn in a general education classroom.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) III and IV
(D) I, II and IV

31. Differentiated instruction involves adapting teaching based on student readiness, interests, and learning profile across four elements. Which of the following is NOT one of these four elements?
(A) Content
(B) Process
(C) Product
(D) Punishment

32. In a differentiated classroom, modifying the 'Product' means:
(A) Changing the physical layout of the classroom.
(B) Delivering instruction using different textbooks for every student.
(C) Allowing students various ways to demonstrate what they have learned.
(D) Altering the core syllabus prescribed by the board for different students.

33. Universal Design for Learning (UDL) is based on insights from cognitive neuroscience. Which of the following correctly pairs a UDL principle with its corresponding brain network?
(A) Multiple means of representation – Affective recognition networks
(B) Multiple means of action and expression – Strategic network
(C) Multiple means of engagement – Recognition processing networks
(D) Multiple means of assessment – Visual processing networks

34. A teacher offers students a choice between writing an essay, creating a podcast, or designing

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and follow-through. When teachers fail to follow through reliably, students learn that rules lack enforceable meaning, eroding teacher credibility and fostering chronic classroom chaos despite the presence of explicit verbal rules.

185. (D) A is false but R is true
Routines are not optional suggestions; they form the essential organizational backbone of effective classroom management. Routines automate daily processes, save cognitive energy, and preserve instructional time. Thus, classifying routines as optional is false, while recognizing them as an invisible framework vital for efficiency is correct.

186. (C) Using a cool-down routine like brief silent reading or breathing exercises.
Implementing a calm cool-down routine—such as brief silent reading or breathing exercises—effectively bridges high-energy outdoor activities and quiet classroom instruction. This structured transition allows students to regulate physical excitement, shift cognitive focus, and enter an attentive state without relying on shouting or punitive quizzes.

187. (A) Reviewing basic facts and vocabulary with a single correct answer.
Choral responding involves the entire class answering a prompt simultaneously in unison. In large classrooms, this technique works best for reviewing foundational facts, vocabulary, or recall items with single correct answers, keeping all students actively participating and allowing the teacher to check general understanding efficiently.

188. (A) I and II
The 2x10 strategy and sending positive notes home build strong teacher-student rapport and foster a encouraging climate. Reading lowest grades publicly uses shaming, which destroys trust, increases anxiety, and damages rapport, making public grade announcements completely inappropriate for positive classroom management.

189. (A) Trauma-informed management
Approaching an uncooperative, withdrawn student with calm empathy and checking on their emotional well-being aligns with trauma-informed management. This style recognizes that withdrawal or resistance may stem from stress or trauma, prioritizing emotional safety, connection, and understanding over immediate authoritarian reprimands or indifferent neglect.

190. (D) A is false but R is true
Permanently seating challenging students next to the teacher's desk is not the best long-term strategy, as continuous surveillance increases social stigma and damages rapport. Proximity control works well temporarily, but permanent physical isolation hinders peer integration and autonomy, making the assertion false despite the reasoning being accurate.

191. (B) Tokens must be exchangeable for backup reinforcers or privileges.
A fundamental requirement of a Token Economy is that symbolic tokens earned for desired conduct must be exchangeable for meaningful backup reinforcers or privileges. Without exchangeable rewards, symbolic tokens lose their reinforcing value, rendering the behavioral modification system ineffective over time.

192. (A) Rules carry consequences; procedures involve reminders and reteaching.
The primary difference between rules and procedures lies in their purpose and outcome. Rules set behavioral boundaries and carry explicit consequences for violations. Procedures (routines) describe the steps required to complete daily activities efficiently and are taught through modeling, reminders, and reteaching rather than penalization.

193. (B) II and III
Managing tardiness effectively involves starting class on time with engaging bell-ringer tasks and greeting late students neutrally to prevent lesson interruptions. Locking doors or publicly interrogating latecomers violates safety protocols, creates confrontational power struggles, and wastes valuable instructional time, making such practices counterproductive.

194. (B) It maximizes engagement and reduces anxiety of speaking to the whole class.
Think-Pair-Share enhances classroom management by encouraging every student to process questions individually before discussing ideas with a peer. This cooperative structure maximizes active engagement, lowers anxiety about whole-class speaking, and ensures equal participation in large classes without causing structural disorder.

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195. (D) A is false but R is true
Inclusion does not mean treating students with behavioral disorders identically to peers; equity mandates individualized support and modified strategies to address specific conditions. Therefore, asserting that inclusive plans require identical treatment is false, while recognizing that differentiated support aligns with educational fairness is correct.

196. (A) Universal Design for Learning
Providing multi-modal options for information intake (audio, visual, text) and varied expression modes (writing, speaking, drawing) is rooted in Universal Design for Learning (UDL). UDL proactively creates flexible learning pathways, accommodating diverse cognitive styles and abilities to ensure equitable learning access for all.

197. (A) Clear other students to ensure safety, remain calm, and seek support.
During a severe emotional outburst involving flying objects, the immediate priority is protecting physical safety. The educator must clear nearby students from danger, maintain a calm demeanour to avoid escalating the crisis, and call for specialized administrative or emergency support immediately following established safety protocols.

198. (B) II and III
Principals support management by establishing school-wide behavioral policies and prioritizing restorative cultures over pure punishment. Expecting the Principal to handle every minor classroom infraction is inappropriate; teachers must manage routine classroom discipline independently, reserving administrative referrals for severe safety issues or chronic behavioral policy breaches.

199. (B) School-wide teaching of expected behaviors, rewards, and consistent consequences.
Tier 1 of Positive Behavioral Interventions and Supports (PBIS) focuses on universal, school-wide prevention. Key features include explicitly teaching behavioral expectations to all students, reinforcing positive actions continuously, and applying consistent, predictable consequences across all school settings to foster a positive, proactive institutional climate.

200. (A) Both A and R are true and R is the correct explanation of A
Effective classroom management is an ongoing, reflective process rather than a fixed set of rules established on day one. Because classroom dynamics, student needs, and instructional contexts change throughout the academic year, educators must continuously adapt strategies, refine routines, and respond flexibly to maintain an optimal learning environment.

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CHAPTER 07
Inclusive Education and Diverse Learners

1. Which of the following best defines the fundamental premise of inclusive education as applied in modern school systems?
(A) Placing children with disabilities in mainstream schools with a requirement that they adapt to the existing curriculum.
(B) Restructuring the culture, policies, and practices in schools to respond to the diversity of students in their locality.
(C) Creating specialized, separate learning environments within a mainstream school specifically for children with disabilities.
(D) Ensuring that only children with mild to moderate disabilities are admitted to mainstream classrooms.

2. The concept of the 'Least Restrictive Environment' (LRE) is a core principle of inclusive education. Which of the following accurately describes LRE?
(A) A student with a disability must always be placed in a general education classroom regardless of their needs.
(B) A student with a disability should receive education in a resource room to minimize distractions.
(C) A student with a disability must not be given any special accommodations that restrict their independence.
(D) A student with a disability should be educated with non-disabled peers to the greatest extent appropriate.

3. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Inclusive education demands systemic reform rather than merely changing the placement of a child.
Reason (R): Integration focuses on making the school system adapt to the child, whereas inclusion expects the child to adapt to the school system.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. In the context of educational frameworks, the principle of 'Zero Reject' implies that:
(A) Schools cannot reject any applicant unless they fail the mandatory entrance assessment.
(B) Teachers must not reject any incorrect answers given by children with special needs.
(C) No child can be denied admission to a neighborhood school on the basis of disability.
(D) Special schools must close down so that mainstream schools cannot reject CWSN.

5. The shift from a medical model of disability to a social model profoundly influenced educational policies. The social model posits that:
(A) Disability is created by systemic barriers, negative attitudes, and exclusion by society.
(B) Disability is primarily a health issue requiring specialized medical intervention in schools.
(C) Educational deficits in CWSN are inherent and permanent due to their medical condition.
(D) Inclusion is only possible when a student's medical impairment is completely cured.

6. Consider the following statements regarding the differences between integration and inclusion:
I. Integration focuses on the child's readiness for the mainstream classroom.
II. Inclusion assumes that all children belong in the mainstream classroom by right.
III. Integration requires the school system to undergo radical restructuring.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

7. A school Principal notices that children with special needs are attending mainstream classes but are frequently pulled out to a separate

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174. (B) Explain that fairness means giving students what they need to succeed.
In managing inclusive classrooms, administrators must clarify that equity means providing individualized support so every student can succeed, rather than giving everyone identical treatment. Explaining that test accommodations fulfill specific educational needs promotes an understanding of equity and defends proper implementation of IEP mandates.

175. (A) Both A and R are true and R is the correct explanation of A
Preventive discipline demands significant initial effort from educators to establish routines, design organized physical spaces, and build positive relationships. This proactive front-loading creates a predictable environment that minimizes behavioral disruptions, ultimately saving instructional time and reducing the need for reactive corrective discipline later in the year.

176. (A) The 'No-Lose' method of conflict resolution.
A central concept of Thomas Gordon's Teacher Effectiveness Training (TET) is the 'No-Lose' method of conflict resolution. This collaborative approach encourages teachers and students to solve interpersonal problems jointly, arriving at solutions that satisfy the needs of both parties without relying on authoritarian power or passive acquiescence.

177. (B) The student
According to Thomas Gordon's problem ownership concept in TET, when a student experiences individual frustration or difficulty with an academic task without disrupting others, the student owns the problem. The teacher's role is to offer supportive active listening and scaffolding to help the student resolve their own frustration.

178. (B) I, III and IV
Jacob Kounin developed withitness and overlapping; Rudolf Dreikurs identified mistaken goals of misbehaviour; William Glasser formulated Choice Theory. B.F. Skinner is known for operant conditioning and behaviour modification, whereas logical consequences were pioneered by Dreikurs, making pair II incorrectly matched.

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179. (B) Engaging instruction is a highly effective preventive tool.
Shifting from passive lectures to active, experiential learning drastically reduces behavioral issues, proving that engaging instruction is a powerful preventive tool. Active learning holds student interest, fulfills cognitive needs, and prevents boredom, eliminating a primary root cause of classroom disruptions without requiring heavy punitive interventions.

180. (D) A is false but R is true
Zero Tolerance policies enforce rigid, severe punishments regardless of context, failing to improve school safety while increasing dropout rates and alienating students. Asserting that Zero Tolerance creates the safest climate is false, though proponents historically assumed uniform punishment would deter misbehaviour through fear.

181. (A) The Pygmalion effect
The Pygmalion effect, or self-fulfilling prophecy, occurs when an educator's low expectations subtly influence their management style and interactions, causing students to internalize those lower standards and exhibit poor performance or negative behaviour that ultimately aligns with the teacher's original expectations.

182. (A) Engaging in a public power struggle to assert dominance.
Engaging in public power struggles to assert dominance is highly counterproductive when managing defiant students. Power struggles escalate hostility, disrupt class momentum, and force the student into defensive posturing. Effective strategies require remaining calm, providing forced choices, and offering private de-escalation opportunities.

183. (D) I, II and III
Designing primary classrooms requires clear board sightlines from all desks, placing high-traffic resources away from instructional zones to prevent bottlenecks, and establishing distinct functional zones. Integrating these physical design principles maximizes safety, streamlines movement, and supports structured, diverse learning activities effectively.

184. (B) Consistency and follow-through
Issuing empty threats without applying stated consequences represents a failure in consistency

16. Which of the following is NOT a standard component of an Individualized Education Plan (IEP)?
(A) Statement of the child's present levels of academic achievement.
(B) Measurable annual goals.
(C) A guarantee of the exact grades the student will achieve.
(D) Statement of special education and related services to be provided.

17. The multidisciplinary team responsible for developing an IEP typically includes all of the following EXCEPT:
(A) The child's parents
(B) The District Magistrate
(C) The general education teacher
(D) The special education teacher

18. When teaching a student with severe visual impairment, which of the following instructional strategies is most appropriate?
(A) Relying extensively on writing notes on the blackboard.
(B) Providing exclusively silent reading assignments.
(C) Seating the student at the back of the class to allow space for a mobility cane.
(D) Using tactile models and verbal descriptions for visual material.

19. A student with low vision in your class struggles to read standard textbook print. As a pedagogical intervention, you should:
(A) Provide large-print materials with high visual contrast.
(B) Excuse the student from completing all regular class reading assignments.
(C) Teach the student Braille immediately while removing all print materials.
(D) Ask the student to rely solely on listening to peers reading text aloud.

20. Consider the following strategies for teaching hearing-impaired learners:
I. Facing the student while speaking to facilitate lip-reading.
II. Exaggerating mouth movements and speaking unusually slowly.
III. Using visual aids and written instructions.
Which of the strategies given above are appropriate?
(A) I and II
(B) I and III
(C) II and III
(D) I, II and III

21. For a learner with hearing impairment utilizing a hearing aid, the optimal classroom environment must consider:
(A) Improving room acoustics by reducing reverberation and ambient noise.
(B) Maximizing ambient background noise to stimulate auditory nerve functions.
(C) Seating the child near open classroom windows for better air circulation.
(D) Ensuring the teacher walks around the classroom constantly while talking.

22. Intellectual disability is characterized by significant limitations in both intellectual functioning and:
(A) Sensory processing
(B) Physical mobility
(C) Visual acuity
(D) Adaptive behavior

23. A teacher is working with a student who has an intellectual disability. To effectively teach a complex daily living skill, the teacher breaks the skill down into smaller, manageable steps. This strategy is known as:
(A) Shaping
(B) Task analysis
(C) Scaffolding
(D) Cognitive mapping

24. Dyslexia is primarily characterized by difficulties with:
(A) Understanding numerical concepts and complex mathematical reasoning.
(B) Sustaining focus and managing impulsive hyperactive behaviors.
(C) Accurate or fluent word recognition and poor spelling skills.
(D) Navigating social communication and repetitive behavioral patterns.

25. A teacher has a student diagnosed with dyscalculia. Which of the following pedagogical accommodations would be most effective?
(A) Providing comprehensive audiobooks for all prescribed literature classes.
(B) Exempting and removing the student from attending mathematics classes.
(C) Assigning additional reading tasks to compensate for weak math skills.
(D) Allowing tactile manipulatives and visual

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and instructional language.
(C) Assigning physical duties to boys and artistic tasks to girls exclusively.
(D) Ignoring gender differences while assuming complete systemic neutrality.

44. Gifted and talented learners are part of the diverse classroom. A primary characteristic of gifted learners is:
(A) Below-average cognitive capabilities combined with extraordinary physical motor skill.
(B) Rapid learning capacity, advanced abstract reasoning, and intense curiosity.
(C) Persistent classroom behavioral disruption resulting from lacking basic intelligence.
(D) Complete reliance upon teacher-directed instructional methods and rote learning.

45. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Providing more of the same type of regular classwork is an effective strategy for gifted learners.
Reason (R): Gifted learners finish their work quickly and need to be kept occupied to prevent behavioral issues.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

46. To address the needs of a gifted student, a teacher allows the student to skip material they have already mastered and move on to more advanced concepts. This strategy is known as:
(A) Peer tutoring
(B) Grade retention
(C) Curriculum compacting
(D) Scaffolding

47. Inclusive assessment practices mandate that assessment should be flexible. Which of the following represents an inclusive assessment strategy?
(A) Employing uniform timed written standardized tests for all evaluated students.
(B) Evaluating CWSN using an entirely separate and reduced learning curriculum.
(C) Deducting examination marks for spelling errors in dyslexic science tests.
(D) Offering alternative expression modes to assess identical learning goals.

48. Sensitizing peer groups is critical for a successful inclusive classroom. Which of the following activities is most effective for peer sensitization?
(A) Penalizing students who fail to converse with peers with disabilities.
(B) Disclosing clinical medical diagnoses of CWSN publicly to the class.
(C) Hosting interactive role-plays that highlight varied student strengths.
(D) Isolating CWSN during recreational activities to prevent conflicts.

49. The Samagra Shiksha Abhiyan integrates various schemes to support education. What is its approach to Inclusive Education for CWSN?
(A) Funding exclusively the construction and staffing of separate special schools.
(B) Supporting pre-school to Grade XII inclusion via resources and support staff.
(C) Mandating that CWSN receive education exclusively through open schooling systems.
(D) Restricting state financial assistance solely to learners with locomotor needs.

50. Under the Scheme of Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances (ADIP), the primary objective is to:
(A) Provide direct monthly financial pensions to school students with disabilities.
(B) Fund structural construction of accessible sanitation facilities in schools.
(C) Subsidize complete tuition fees for CWSN attending private unaided schools.
(D) Assist in procuring modern, standardized adaptive aids and appliances.

51. The transition from segregated education to inclusive education in India gained significant momentum with the implementation of which flagship program in 2001?
(A) Sarva Shiksha Abhiyan (SSA)
(B) Operation Blackboard
(C) Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
(D) National Adult Education Programme (NAEP)

52. When distinguishing between impairment, disability, and handicap, 'impairment' refers to:
(A) Societal structural barriers preventing equal community participation.

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a poster to present their research findings. Which principle of Universal Design for Learning (UDL) is primarily being applied here?
(A) Multiple means of affective student engagement
(B) Multiple means of instructional representation
(C) Multiple means of direct sensory perception
(D) Multiple means of action and expression

35. You are the Principal observing a classroom. The teacher is using a variety of formats (text, audio, video, and physical models) to introduce the water cycle. The teacher's approach exemplifies:
(A) Multiple means of representation
(B) Tiered academic and learning assignments
(C) Specialized compensatory educational model
(D) Pull-out resource classroom teaching model

36. Assistive technology (AT) spans a continuum from low-tech to high-tech. Which of the following is an example of low-tech assistive technology for a student with fine motor difficulties?
(A) Advanced eye-gaze tracking assistive software
(B) Integrated text-to-speech reading software
(C) Simple pencil grips and adapted paper
(D) Fully programmable braille display unit

37. Augmentative and Alternative Communication (AAC) devices are primarily utilized by learners who:
(A) Have severe speech or expressive communication challenges.
(B) Suffer from severe visual impairments or complete blindness.
(C) Present with specific learning disabilities in mathematics.
(D) Require physical mobility assistance such as wheelchairs.

38. The role of a special educator in an inclusive school model has shifted from working in isolation to working collaboratively with general educators. The model where both teachers share instructional responsibility for all students in the classroom is called:
(A) Pull-out teaching
(B) Itinerant teaching
(C) Shadow teaching
(D) Co-teaching

39. Which of the following describes the 'consultation model' of special education support?
(A) The special educator routinely withdraws CWSN from class for intensive reading intervention.
(B) The special educator advises the general teacher, who then conducts the instruction.
(C) The special educator conducts mainstream instruction while the general educator rests.
(D) The parents employ a private educational consultant to assist the child during class.

40. Socio-economic diversity in a classroom can create implicit barriers to learning. Which of the following is the most inclusive pedagogical practice to address this?
(A) Assigning complex homework requiring expensive home technology and internet access.
(B) Grouping students homogenously according to their socio-economic backgrounds.
(C) Providing essential learning resources without assuming home technology access.
(D) Systematically lowering academic learning expectations for low-income students.

41. Cultural and linguistic diversity in Indian classrooms is a reality. The National Education Policy (NEP) 2020 emphasizes addressing linguistic diversity by:
(A) Enforcing a strict monolingual language policy from Grade 1 across all primary schools.
(B) Discouraging mother tongue instruction in primary grades to build English fluency.
(C) Segregating students into separate school branches based on their home language.
(D) Promoting multilingualism with mother tongue instruction through Grade 5.

42. A culturally responsive teacher does which of the following?
(A) Integrates student cultural background references into daily teaching.
(B) Ignores cultural backgrounds to maintain absolute operational equality.
(C) Expects minority students to adapt entirely to dominant school cultures.
(D) Adheres exclusively to traditional western pedagogical framework models.

43. Gender-sensitive pedagogy in school administration and classroom practice involves:
(A) Encouraging male students toward STEM and female students toward humanities.
(B) Eliminating gender stereotypes from text

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resource room for most of the academic day, and they do not participate in common extracurricular activities. This scenario is best described as:
(A) Full Inclusion
(B) Integration
(C) Segregation
(D) Mainstreaming

8. Under the Rights of Persons with Disabilities (RPwD) Act, 2016, how many conditions are recognized as specified disabilities?
(A) 7
(B) 14
(C) 21
(D) 27

9. Section 16 of the RPwD Act, 2016 places specific obligations on educational institutions. Which of the following is NOT mandated by this section?
(A) Admitting all eligible students with disabilities without any discrimination.
(B) Providing reasonable accommodation according to individual student requirements.
(C) Ensuring that the campus physical infrastructure and facilities are accessible.
(D) Establishing separate special schools in every neighborhood community setup.

10. You are the Principal of a secondary school. A parent requests admission for their child who has been diagnosed with specific learning disabilities. The teachers argue they lack the specialized training to teach the child and suggest a special school. What is the most appropriate administrative action?
(A) Admit the child, build teacher capacity, and offer appropriate accommodations.
(B) Deny admission citing a lack of trained personnel and adaptive infrastructure.
(C) Admit the child conditionally upon parents hiring a qualified shadow teacher.
(D) Direct the child to a special education center until grade benchmarks are met.

11. Which of the following disabilities under the RPwD Act, 2016 is categorized under 'Blood Disorders'?
(A) Multiple Sclerosis
(B) Thalassemia
(C) Parkinson's Disease
(D) Muscular Dystrophy

12. Identifying Children with Special Needs (CWSN) at an early stage is critical. In the context of a school setting, screening is primarily the responsibility of:
(A) The certified medical board of the district government hospital
(B) The general classroom teacher through continuous daily observation
(C) The designated special educator working in clinical isolation
(D) The elected representatives of the school management committee

13. Which of the following assessment tools is most commonly used in Indian schools for the early identification of learning difficulties before referring a child for formal clinical diagnosis?
(A) Checklists for behavioral and academic indicators
(B) Wechsler Intelligence Scale for Children (WISC-IV)
(C) Functional Magnetic Resonance Imaging scan (fMRI)
(D) Standardized Stanford-Binet Intelligence Scales

14. Once a child is identified as having a special need in a mainstream school, the most appropriate next step for academic planning is:
(A) Recommending a transfer to a special school.
(B) Exempting the child from all formal examinations.
(C) Developing an Individualized Education Plan (IEP).
(D) Placing the child in a lower grade matching their mental age.

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15. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): An Individualized Education Plan (IEP) is a static document finalized at the beginning of the academic year.
Reason (R): The IEP sets annual goals and specifies the supplementary aids and services required for the student.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

(B) Inability to perform activities in standard humanly expected manners.
(C) Loss or abnormality of psychological or anatomical body functions.
(D) Formal legal disability certification issued by state medical boards.

53. Consider the following statements about the 'medical model' vs. the 'social model' of disability:
I. The medical model views disability as a problem located within the individual.
II. The social model views disability as a result of interaction between the person and the environment.
III. The social model relies heavily on clinical diagnosis to determine the educational placement of the child.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

54. According to the National Education Policy (NEP) 2020, children with benchmark disabilities have the choice to attend regular or special schooling. However, the policy places a strong emphasis on:
(A) Segregation for specialized care.
(B) Home schooling supported by the state.
(C) Compulsory boarding school placement for severe disabilities.
(D) Full inclusion in regular neighborhood schools.

55. A child is unable to climb the stairs to the library on the first floor. Under the social model of disability, the problem is defined as:
(A) The student's individual physiological lack of sufficient lower leg strength.
(B) The school's failure to provide elevators or ground-floor library spaces.
(C) The diagnosed locomotor physical impairment inherent within the individual.
(D) The parents' failure to arrange consistent clinical physical therapy care.

56. Section 17 of the RPwD Act 2016 outlines specific measures to promote and facilitate inclusive education. Which of the following is an explicit measure stated in this section?
(A) Providing direct financial scholarships to parents raising disabled children.
(B) Establishing specialized teacher training institutes within every state district.
(C) Supplying free learning materials and assistive devices up to age 18.
(D) Reserving ten percent of seats in private unaided institutions for CWSN.

57. Which of the following correctly pairs the disability with its broad category under the RPwD Act 2016?
(A) Acid Attack Victims – Sensory Impairment
(B) Specific Learning Disabilities – Intellectual Disability
(C) Dwarfism – Chronic Neurological Condition
(D) Hemophilia – Blood Disorder

58. You are a Principal. A teacher reports that a Class III student frequently struggles to decode words, reverses letters like 'b' and 'd', and finds reading out loud extremely distressful despite normal intelligence. The most appropriate initial step for you is to:
(A) Consult the special educator for learning disability screening.
(B) Retain the student in Class III for an additional academic year.
(C) Advise parents to arrange routine medical eyesight/hearing exams.
(D) Classify the student as intellectually disabled and revise goals.

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59. The 'RCI' is a statutory body regulating training programs for professionals in the field of rehabilitation and special education in India. What does RCI stand for?
(A) Regional Council for Inclusion
(B) Rehabilitation Council of India
(C) Resource Centre for Impairments
(D) Rehabilitation Commission of India

60. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): An Individualized Education Plan (IEP) should only be accessible to the special educator.
Reason (R): It contains confidential medical information that general education teachers do not need to execute their lessons.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false

regarding minority students.

80. Consider the following statements on gender-sensitive pedagogy:
I. It requires teachers to use gender-neutral language where appropriate.
II. It ensures equal opportunities for leadership roles in classroom activities for all genders.
III. It promotes the idea that boys are naturally better at mathematics and girls at languages.
IV. It encourages challenging traditional gender roles in literature and history discussions.
Which of the statements given above are correct?
(A) I, II and III
(B) II, III and IV
(C) I, II and IV
(D) I, III and IV

81. Renzulli's Three-Ring Conception of Giftedness defines gifted behavior as the interaction of three basic clusters of human traits. These are above-average general ability, task commitment, and:
(A) High physical stamina
(B) Creativity
(C) High socioeconomic status
(D) Emotional stability

82. Acceleration as a strategy for gifted learners includes:
(A) Providing the gifted student with additional worksheets on the current topic.
(B) Assigning the student as an assistant teacher for peers throughout the term.
(C) Removing the student from sports activities to focus solely on academics.
(D) Advancing the student to higher grade levels or advanced subject content.

83. Alternative assessments are crucial in an inclusive classroom. Portfolio assessment is a form of alternative assessment that involves:
(A) A systematic collection of student work demonstrating ongoing progress.
(B) A single high-stakes standardized test administered at term completion.
(C) An evaluation of physical athletic performance across sports events.
(D) Assessment instruments utilizing multiple-choice question formats only.

84. You are the Principal organizing a school-wide sensitization program. The most effective approach to foster genuine empathy rather than pity towards students with disabilities among the peer group is to:
(A) Emphasize the continuous daily struggles of persons with disabilities.
(B) Instruct peers to perform all academic tasks for disabled students.
(C) Highlight achievements and rights of disabled people interactively.
(D) Organize community charity drives to raise funds for school CWSN.

85. The Government of India's 'NIPUN Bharat' initiative, while focusing on foundational literacy and numeracy, mandates that learning materials must be:
(A) Inclusive, responsive, and available in local regional languages.
(B) Standardized in English only to maintain global competitiveness.
(C) Exclusively digital format, completely replacing physical books.
(D) Designed strictly for neurotypical students without disabilities.

86. Which of the following legislations specifically guarantees the right to free and compulsory education to all children, including explicit provisions for children with disabilities up to 18 years of age (when read with the RPwD Act)?
(A) The Indian Penal Code provisions regarding equal rights
(B) The Rehabilitation Council of India Act, passed in 1992
(C) The National Trust Act for Welfare of Persons, 1999
(D) The Right of Children to Free Education (RTE) Act, 2009

87. Under the National Trust Act, 1999, which of the following is NOT one of the four specified disabilities covered?
(A) Autism
(B) Specific Learning Disability
(C) Cerebral Palsy
(D) Mental Retardation (Intellectual Disability)

88. A school refuses to provide a ramp or an accessible toilet, claiming a lack of funds. Under the RPwD Act 2016, failure to provide such accessibility features in an educational institution is a denial of:
(A) Academic freedom
(B) Affirmative action
(C) Reasonable accommodation

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immediate administrative/pedagogical response is to:
(A) Force the child to remain in the assembly to build sensory tolerance.
(B) Immediately suspend the child for causing school assembly disruptions.
(C) Contact emergency medical services and call an ambulance at once.
(D) Escort the child to a quiet, safe space to facilitate de-escalation.

71. The ABC model of behavior modification is frequently used to understand and support diverse learners, particularly those with ADHD or ASD. In this model, 'A' stands for:
(A) Action
(B) Antecedent
(C) Assessment
(D) Accommodation

72. Which pedagogical approach actively plans for learner variability from the outset by providing multiple, flexible options for presentation, expression, and engagement?
(A) Rote Learning
(B) Programmed Instruction
(C) Universal Design for Learning (UDL)
(D) Direct Instruction

73. In differentiated instruction, modifying the physical layout of the classroom and creating quiet zones or collaborative spaces relates to differentiating the:
(A) Content
(B) Process
(C) Product
(D) Learning Environment

74. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Providing differentiated instruction means preparing a completely different lesson plan for every single student in the class.
Reason (R): Diverse learners have heterogeneous needs that cannot be met by a single rigid lesson plan.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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75. Which of the following best exemplifies 'Multiple Means of Engagement' under the UDL framework?
(A) Providing instructional text materials in English, Hindi, and Braille options.
(B) Offering learning choices that increase relevance and foster collaboration.
(C) Permitting students to complete written tests using a computer keyboard.
(D) Highlighting essential vocabulary terms within a reading comprehension text.

76. Screen reading software like JAWS or NVDA is categorized as assistive technology primarily used to support learners with:
(A) Hearing impairment
(B) Visual impairment
(C) Motor disabilities
(D) ADHD

77. A resource room in an inclusive school setup is:
(A) A facility offering periodic individualized remedial instruction to CWSN.
(B) A dedicated room keeping CWSN permanently separated from regular peers.
(C) A school storage area utilized primarily for holding excess furniture.
(D) A quiet resting space reserved for special education faculty members.

78. Which of the following is a barrier created by socio-economic diversity that an inclusive school must proactively address?
(A) Unusually high cognitive problem-solving abilities observed in affluent students.
(B) Over-representation of low-income background students in gifted learning programs.
(C) Unequal access to out-of-school educational resources and modern digital devices.
(D) Excessive parental involvement and intervention from low-income family households.

79. Culturally responsive teaching requires educators to recognize their own cultural biases. This self-awareness prevents the occurrence of:
(A) Systemic inequality and structural educational bias within the classroom.
(B) Maintaining consistently high academic expectations for all students.
(C) Effective pedagogical differentiation of instruction across subjects.
(D) Microaggressions and deficit-thinking

116. 'Sensory diets' or 'sensory breaks' are often integrated into the school day for students with:
(A) Cognitively advanced and academically gifted student populations.
(B) Specific learning disabilities related to mathematical calculations.
(C) Autism Spectrum Disorder and sensory processing issues.
(D) Severe physical orthopedic impairments affecting body mobility.

117. When teaching a diverse classroom containing students from varied linguistic backgrounds, the practice of 'Translanguaging' refers to:
(A) Allowing students to naturally use their full linguistic repertoire.
(B) Forcing students to communicate exclusively in official school languages.
(C) Translating every spoken teacher word directly into student mother tongues.
(D) Separating different language background groups into distinct classrooms.

118. Which of the following best defines 'Curriculum Adaptation' in the context of inclusive education?
(A) Rewriting national curriculum frameworks on a mandatory annual basis.
(B) Teaching entirely different subject matter to CWSN during math lessons.
(C) Removing complex topics from standard textbooks for the whole class.
(D) Adjusting content and methods for CWSN without lowering standards.

119. Consider the following pairs of disabilities and typical assistive technologies:
I. Visual Impairment – Tactile Graphics
II. Hearing Impairment – Cochlear Implant / Hearing Aid
III. Severe Expressive Speech Delay – AAC Tablet
IV. Dyslexia – Wheelchair
Which of the pairs given above are correctly matched?
(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

120. A parent comes to the Principal expressing concern that their academically gifted child is being 'held back' by the slow pace of the inclusive classroom. What is the most appropriate pedagogical leadership action?
(A) Advising parents that fast learners must wait for slow learners in inclusion.
(B) Recommending transfer to a private academy specializing in gifted education.
(C) Providing curriculum enrichment projects within regular class setups.
(D) Promoting the child to the next grade level without formal evaluation.

121. The term 'Hidden Curriculum' refers to:
(A) Prescribed syllabus content for non-scholastic elective courses.
(B) Specialized curriculum tailored for non-visible disability profiles.
(C) Detailed lesson planning documentation kept secret from parents.
(D) Unwritten, unintended lessons and values learned in school environments.

122. When a school takes proactive steps to ensure that the hidden curriculum promotes gender equity, it is likely doing which of the following?
(A) Ensuring teachers call on boys and girls equally for science answers.
(B) Segregating male and female students during recreational recess breaks.
(C) Appointing male students as class monitors to maintain room discipline.
(D) Utilizing textbooks depicting women exclusively in traditional roles.

123. Which of the following is a key objective of the NIPUN Bharat Mission that intersects directly with inclusive education at the foundational stage?
(A) Ensuring all primary students master advanced computer programming skills.
(B) Ensuring all children including CWSN achieve foundational literacy by Grade 3.
(C) Conducting compulsory high-stakes board examinations for Grade 3 pupils.
(D) Offering comprehensive financial scholarships for post-secondary education.

124. 'Resource Rooms' in the Indian context are usually established under which scheme to provide specialized support in mainstream schools?
(A) PM POSHAN
(B) Samagra Shiksha
(C) RUSA
(D) TEQIP

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(D) Segregated education

89. 'Early Intervention' programs for infants and toddlers identified with developmental delays aim primarily to:
(A) Formally label the child to prepare for future special school placement.
(B) Provide immediate state financial compensation to low-income parents.
(C) Systematically exclude the child from attending mainstream pre-schools.
(D) Maximize developmental potential and prevent secondary complications.

90. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Inclusive education benefits only children with special needs by providing them access to mainstream schooling.
Reason (R): Regular students in inclusive classrooms develop better empathy, leadership skills, and understanding of diversity.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

91. When a multidisciplinary team identifies a child with Special Needs, the psychological assessment component is typically conducted by a:
(A) Special Educator
(B) Clinical or Educational Psychologist
(C) Pediatrician
(D) Occupational Therapist

92. The 'Transition Plan' is a crucial component of an IEP for older students. What is its primary purpose?
(A) To transition the student from mainstream setting into special schooling.
(B) To prepare the student for post-school education, training, or living.
(C) To assist the student in transitioning between different subject teachers.
(D) To phase out special education support services prior to graduation.

93. Braille, used by learners with severe visual impairment, is based on a system of raised dots. A standard Braille cell consists of how many dots?
(A) 4
(B) 6
(C) 8
(D) 9

94. A teacher notices that a child consistently tilts their head to one side to read the blackboard, frequently rubs their eyes, and struggles to catch a ball during physical education. These are indicative signs for screening of:
(A) Hearing impairment
(B) Intellectual disability
(C) Visual impairment
(D) Autism

95. FM systems are assistive listening devices utilized in classrooms. How do they function to assist learners with hearing impairments?
(A) Amplifying all ambient classroom noise levels equally for the listener.
(B) Converting spoken teacher words into immediate written text on screen.
(C) Emitting high-frequency sound waves to stimulate the auditory nerve.
(D) Transmitting teacher voice to hearing aids while cutting background noise.

96. Consider the following characteristics:
I. Difficulties with pragmatic language (social use of language).
II. Highly restricted, fixated interests.
III. Hyper- or hyporeactivity to sensory input.
These characteristics are most closely associated with:
(A) Specific Learning Disability
(B) Attention Deficit Hyperactivity Disorder
(C) Autism Spectrum Disorder
(D) Intellectual Disability

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97. Which of the following is a common instructional strategy used specifically to assist learners with Dyslexia in decoding and spelling words?
(A) Mandating rote memorization of entire dictionary word lists routinely.
(B) Multisensory Structured Language Education (Orton-Gillingham method).
(C) Assigning silent reading assignments for extended classroom periods.
(D) Relying exclusively on visual teaching without providing auditory input.

98. When managing a classroom with a student who has ADHD, which of the following is considered an effective environmental accommodation?

near speakers.
(D) Fine motor skill deficits hindering written task completion.

134. Which scheme replaced the 'Inclusive Education for Disabled at Secondary Stage (IEDSS)' by subsuming it into a broader framework?
(A) Navodaya Vidyalaya Scheme
(B) Mid-Day Meal Scheme
(C) Kasturba Gandhi Balika Vidyalaya
(D) Samagra Shiksha

135. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Inclusive education requires removing all special educators from the school system.
Reason (R): In full inclusion, general education teachers are solely responsible for the diverse needs of all students without any specialized assistance.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

136. A child is diagnosed with 'Cerebral Palsy'. Under the RPwD Act 2016, this condition is broadly classified under:
(A) Visual Impairment
(B) Intellectual Disability
(C) Locomotor Disability
(D) Chronic Neurological Condition

137. Which of the following is considered an environmental barrier to inclusive education?
(A) Negative teacher attitudes toward students with specific learning needs.
(B) Rigid operational structures within national board examination systems.
(C) Insufficient parental involvement and engagement in learning processes.
(D) Lack of ramps, elevators, and accessible toilets in school buildings.

138. Formative assessment in an inclusive classroom is essential because it:
(A) Provides ongoing feedback to adjust teaching for diverse learners.
(B) Systematically ranks students for college admission qualifications.
(C) Delivers standardized metrics for interstate educational comparisons.
(D) Evaluates the overall administrative performance of school principals.

139. A student with Autism Spectrum Disorder engages in 'stimming' (self-stimulatory behavior like hand-flapping) during class when feeling overwhelmed. The most appropriate pedagogical approach is to:
(A) Punish the student immediately to suppress stimming behavior.
(B) Allow regulatory behavior or redirect to subtle sensory tools.
(C) Send the student to the principal's office whenever it occurs.
(D) Mock the behavior publicly so embarrassment stops the routine.

140. Which of the following represents a 'Differentiated Product' in differentiated instruction?
(A) Administering identical multiple-choice test papers to all evaluated students.
(B) Offering choices like essays, presentations, or dioramas to show learning.
(C) Instructing visual learners via videos and auditory learners via lectures.
(D) Requiring students to read varied texts matching individual reading levels.

141. The role of a 'Shadow Teacher' or 'Learning Support Assistant' is most accurately described as:
(A) An assistant supporting a CWSN in class with curriculum access and behavior.
(B) A substitute educator who manages classroom duties when teachers are absent.
(C) An evaluator who secretly assesses general educator classroom instruction.
(D) An official inspector representing the state Directorate of Education body.

142. Consider the following statements on the identification of Gifted and Talented learners:
I. Standardized IQ tests are the only valid method for identifying giftedness.
II. Teacher nominations and behavioral checklists are valuable tools for identification.
III. Giftedness can coexist with a learning disability (Twice-Exceptional or 2e).
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III

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(B) The curriculum is under-challenging, causing boredom and disengagement.
(C) The student suffers from an undiagnosed severe visual impairment issue.
(D) The student originates from a highly privileged socioeconomic background.

108. Which of the following assessment accommodations would be most appropriate for a student with severe motor coordination difficulties (such as Cerebral Palsy) taking a subjective written exam?
(A) Exempting the student from examinations and assigning average grades.
(B) Providing an exam scribe or speech-to-text writing software options.
(C) Providing exam questions rendered in tactile Braille raised dots format.
(D) Changing subjective exam questions to match lower grade difficulty levels.

109. Peer tutoring is a highly effective strategy in inclusive classrooms. In 'Cross-Age Peer Tutoring':
(A) Older students tutor younger students.
(B) Students of the same age tutor each other.
(C) Teachers act as tutors for other teachers.
(D) Students tutor adults in the community.

110. Under the Central Government's 'Pre-Matric Scholarship for Students with Disabilities', what is a primary eligibility criterion?
(A) The student must enroll and reside within a specialized residential school.
(B) The student must achieve at least ninety percent in previous examinations.
(C) Having a benchmark disability and family income below set thresholds.
(D) The student must forfeit all rights to utilize subsidized public transport.

111. Which pedagogical strategy focuses on reducing the cognitive load for learners with intellectual disabilities?
(A) Introducing complex, multi-step directional commands all at once.
(B) Relying entirely upon self-directed independent textbook reading tasks.
(C) Increasing instructional delivery speed to keep students fully engaged.
(D) Chunking information into smaller parts, teaching one step at a time.

112. The term 'Neurodiversity' is most frequently associated with advocating for the rights and acceptance of individuals with:
(A) Individuals presenting with visual and hearing sensory impairments.
(B) Individuals living with severe physical locomotor disabilities daily.
(C) Autism, ADHD, Dyslexia, and neurological differences.
(D) Individuals with chronic health conditions like severe clinical diabetes.

113. An 'Itinerant Teacher' in the context of inclusive education is a special educator who:
(A) Remains permanently assigned within a single resource room environment.
(B) Travels between schools providing support to students and teachers.
(C) Teaches exceptionally gifted students in specialized after-school programs.
(D) Fulfills administrative duties exclusively at district education offices.

114. You are observing a physical education class. A student using a wheelchair is serving as the referee because the teacher believes they cannot participate in basketball. What is a more inclusive approach?
(A) Completely excusing the student from physical education participation.
(B) Requiring the student to write an essay regarding basketball strategies.
(C) Instructing the student to watch video recordings during active PE time.
(D) Adapting rules or equipment so the student actively plays the game.

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115. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Inclusive assessment requires standardizing the test format so every student takes exactly the same test under exactly the same conditions.
Reason (R): Providing accommodations in assessments compromises the validity and fairness of the test.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

(D) A is false but R is true

61. The process of evaluating a student's progress towards the goals outlined in their IEP must be:
(A) Continuous and periodic, involving at least an annual review.
(B) Conducted as a single evaluation at the end of schooling.
(C) Derived exclusively from standardized state board exam results.
(D) Executed independently by parents without institutional input.

62. Which of the following is NOT an appropriate accommodation for a learner with visual impairment in a mainstream examination?
(A) Provision of an approved qualified amanuensis or exam scribe.
(B) Provision of examination papers formatted in Braille/large print.
(C) Exempting the student from answering objective-type questions.
(D) Granting mandatory additional compensatory examination time.

63. Orientation and Mobility (O&M) training is a specialized instructional area essential for which group of diverse learners?
(A) Learners with Autism Spectrum Disorder
(B) Learners with specific learning disabilities
(C) Learners with profound hearing impairment
(D) Learners with severe visual impairment

64. When designing a classroom environment for learners with hearing impairments, which visual cueing strategy is highly recommended?
(A) Applying heavily patterned wallpaper designed to stimulate visual senses.
(B) Maintaining dimly lit classroom spaces to minimize overall visual glare.
(C) Installing flashing lights synchronized with school bells or alarms.
(D) Positioning student seating facing directly away from natural light.

65. The term 'Sign Bilingualism' in the education of deaf children refers to:
(A) Instructing deaf children in two distinct spoken community languages.
(B) Using sign language primarily and written language secondarily.
(C) Relying exclusively on speech lip-reading without sign language.
(D) Utilizing two distinct regional sign language systems at once.

66. Consider the following teaching strategies:
I. Presenting abstract concepts before concrete examples.
II. Providing frequent repetition and distributed practice.
III. Using real-life, functional contexts for teaching skills.
Which of these strategies are best suited for learners with intellectual disabilities?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

67. Dysgraphia is a specific learning disability that affects:
(A) Written expression, handwriting, and spelling skills.
(B) Mathematical logic, calculations, and spatial reasoning.
(C) Reading comprehension and underlying phonemic awareness.
(D) Physical motor coordination and overall body balance.

68. A student in your class exhibits significant difficulties in organizing written work, holding a pencil correctly, and writing legibly within lines. The student likely needs pedagogical strategies addressing:
(A) Dyslexia
(B) Dyscalculia
(C) Dyspraxia / Dysgraphia
(D) Aphasia

69. TEACCH (Treatment and Education of Autistic and related Communication handicapped Children) is a widely used intervention program. Its core instructional focus is on:
(A) Structured teaching using visual organization and clear space boundaries.
(B) Long-term psychoanalytic therapy and intensive verbal consultation.
(C) Regular administration of intensive pharmacological medical treatments.
(D) Unstructured, open-ended play environments without visual schedule cues.

70. You are dealing with a school situation where a child with Autism Spectrum Disorder experiences a 'meltdown' due to sudden sensory overload from a loud assembly. The most appropriate

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125. You are managing a conflict between a general educator and a special educator regarding a student's IEP. The general educator feels the accommodations are too time-consuming. As the Principal, your most appropriate decision is to:
(A) Facilitate collaborative integration of accommodations into lessons.
(B) Direct the special educator to remove accommodations to ease workload.
(C) Transfer the student to another educational institution immediately.
(D) Inform parents that the school cannot accommodate their child's needs.

126. A diagnostic test differs from a screening test in that a diagnostic test:
(A) Is a quick screening administered to all students to flag potential learning issues.
(B) Is a term-end evaluation utilized solely to assign student grades annually.
(C) Provides a detailed analysis of student specific academic strengths and weaknesses.
(D) Is an assessment procedure performed easily by anyone without formal training.

127. Under the Right to Education (RTE) Act 2009, 'Neighborhood School' for a child with a disability implies:
(A) A specialized school facility located anywhere within the state borders.
(B) A residential care institute managed and operated by a private NGO setup.
(C) Any educational institution that the child's family can afford financially.
(D) A local regular school offering free, inclusive compulsory education.

128. 'Graphic Organizers' (e.g., Venn diagrams, mind maps) are highly effective pedagogical tools for diverse learners primarily because they:
(A) Eliminate student requirements to read prescribed textbook chapters.
(B) Reduce overall teacher grading workload through simplified formats.
(C) Provide visual representations of concepts to aid cognitive processing.
(D) Ensure students remain quiet while drawing diagrams individually.

129. Consider the following statements about Individualized Education Plans (IEPs):
I. IEPs are legally binding documents in countries with specific special education laws, and strongly mandated by policy in India.
II. An IEP is written for a child regardless of whether their disability affects their educational performance.
III. The IEP must include current baseline data to track future progress.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

130. A student with Dyscalculia is struggling with a word problem in mathematics. The most targeted pedagogical strategy is to:
(A) Instruct the student to read the word problem aloud repeatedly.
(B) Require the student to memorize multiplication tables up to twenty.
(C) Replace mathematics work with an English grammar practice worksheet.
(D) Teach key number highlighting and use manipulatives for modeling.

131. In the context of Universal Design for Learning (UDL), providing closed captions on an educational video is an example of:
(A) Multiple means of representation
(B) Multiple means of engagement
(C) Multiple means of action and expression
(D) A modification of the curriculum content

132. The 'Social Model' of disability was championed by disabled people themselves as a reaction to the 'Medical Model'. Which international convention heavily reflects the Social Model and shifted global educational policy towards inclusion?
(A) The Geneva Convention agreements regarding humanitarian rights standards
(B) The global environmental protocols established under the Kyoto Agreement
(C) The UN Convention on the Rights of Persons with Disabilities (UNCRPD)
(D) The Universal Declaration of Human Rights established globally in 1948

133. When a teacher uses 'Proximity Control', they are using a strategy primarily intended for managing:
(A) Off-task behavior linked to ADHD or emotional difficulties.
(B) Visual acuity impairment issues requiring physical proximity.
(C) Severe hearing loss requiring close positioning

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(A) Seating the student near high-traffic areas like doors to avoid boredom.
(B) Decorating classrooms with highly stimulating, colorful hanging mobiles.
(C) Removing the student's desk completely so they must remain standing.
(D) Seating the student away from distractions and near the main teacher.

99. The concept of 'Scaffolding' in inclusive pedagogy is best described as:
(A) Offering temporary structured support removed as competence increases.
(B) Lowering official curriculum standards so struggling students can pass.
(C) Grouping low-achieving students together in permanent classroom sets.
(D) Providing completed answers directly to prevent student failure experience.

100. A school Principal wants to implement Universal Design for Learning (UDL). The first step in lesson planning according to UDL principles is to:
(A) Write separate lesson plans for every single diagnosed disability type.
(B) Purchase high-tech medical equipment for installation in school clinics.
(C) Identify curriculum barriers and choose flexible methods to overcome them.
(D) Segregate all enrolled students into ability-based academic sections.

101. Which of the following statements about Assistive Technology (AT) is incorrect?
(A) AT is exclusively electronic and computerized.
(B) AT can be as simple as a magnifying glass or a specialized pencil grip.
(C) AT devices are intended to increase, maintain, or improve functional capabilities of individuals with disabilities.
(D) Provision of necessary AT is supported under the RPwD Act 2016.

102. Inclusive education emphasizes the use of 'Person-First Language'. Which of the following is an example of person-first language?
(A) The autistic boy enrolled in Class V.
(B) The blind student who successfully won the debate competition.
(C) The mentally retarded child placed in the mainstream setting.
(D) The child with a learning disability.

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103. In a co-teaching model known as 'Station Teaching', how is the classroom organized?
(A) One teacher conducts whole-class instruction while the other observes.
(B) Teachers divide content and students rotate through teacher-led stations.
(C) One teacher leads main instruction while the other pulls a small group.
(D) Both teachers present instructional lectures simultaneously from the front.

104. Which of the following is a structural barrier to addressing socio-economic diversity in schools?
(A) Teachers providing differentiated reading materials.
(B) Implementing a school uniform policy to mask visible economic differences.
(C) High cost of compulsory extracurricular activities and field trips.
(D) Providing free mid-day meals.

105. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Culturally responsive teaching requires lowering academic expectations for students from marginalized backgrounds to ensure they pass.
Reason (R): High expectations can cause undue stress and lead to dropout among marginalized students.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

106. Intersectionality in education highlights that a student's experience is shaped by:
(A) The interaction of gender, caste, status, and disability creating unique bias.
(B) The singular impact of an individual's gender identity in classroom settings.
(C) The student's academic performance specifically in complex STEM subjects.
(D) The precise geographical location and physical condition of the school building.

107. A gifted student demonstrates disruptive behavior and lack of interest in classroom activities. The most probable pedagogical reason is:
(A) The student lacks the intellectual capacity to comprehend rules.

(D) I, II and III

143. 'Twice-Exceptional' (2e) learners are students who:
(A) Skip two grade levels owing to exceptionally high intelligence.
(B) Present with two distinct diagnosed physical disabilities.
(C) Demonstrate fluent bilingual proficiency across two languages.
(D) Are identified as gifted who also have a diagnosed disability.

144. When addressing linguistic diversity, an approach that views the child's home language as a problem to be overcome in order to learn English is termed a:
(A) Additive bilingualism perspective
(B) Culturally responsive perspective
(C) Deficit perspective
(D) Universal design perspective

145. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The National Education Policy (NEP) 2020 recommends the use of Indian Sign Language (ISL) across the country.
Reason (R): National and State curriculum materials are to be developed, for use by students with hearing impairment, to promote standard ISL.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

146. 'Universal Design for Learning' (UDL) originated from the architectural concept of Universal Design. In architecture, Universal Design implies:
(A) Designing buildings exclusively tailored to wheelchair users' access needs.
(B) Retrofitting old structures with separate entrances for disabled individuals.
(C) Constructing uniform, identical physical building designs across a city.
(D) Designing products usable by all people without needing special adaptation.

147. A Principal conducts a walk-through of the school and notes that the library has bookshelves that are too high for students in wheelchairs and no audiobooks for students with visual impairments. This represents a failure in:
(A) Providing accessible, inclusive learning environments.
(B) Implementing rigid academic student tracking systems.
(C) Conducting standardized educational test assessments.
(D) Maintaining precise institutional financial auditing.

148. Which of the following conditions is classified under 'Physical Disability – Locomotor Disability' in the RPwD Act 2016?
(A) Specific Learning Disability
(B) Blindness
(C) Leprosy Cured Person
(D) Mental Illness

149. You are a teacher introducing a new, complex concept. To support learners with intellectual disabilities, you should:
(A) Use concrete, real-life examples and manipulatives for understanding.
(B) Accelerate instructional delivery speed to finish syllabus quickly.
(C) Begin with abstract theories before offering practical examples.
(D) Assume learning is impossible and excuse them from the lesson.

150. Consider the following statements about socio-economic diversity in the classroom:
I. Research consistently shows a correlation between low socio-economic status and lower academic achievement, often due to lack of resources.
II. Inclusive schools must provide equitable access to learning materials to bridge this gap.
III. Socio-economic status strictly determines a child's innate cognitive intelligence.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

151. Which pedagogical strategy involves grouping students of different abilities together so they can learn from and support one another?
(A) Homogeneous academic ability tracking systems
(B) Cooperative learning in heterogeneous

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groups
(C) Grouping students by similar ability levels
(D) Segregation into distinct learning tracks

152. 'Curriculum Compacting' is a strategy primarily designed for:
(A) Learners presenting with severe intellectual cognitive impairments.
(B) Learners with specific learning disabilities in reading fluency.
(C) Gifted students allowed to compress already mastered content.
(D) Learners who missed extended schooling due to chronic illness.

153. A student is identified as having a 'Specific Learning Disability'. According to the RPwD Act 2016, this term includes all of the following EXCEPT:
(A) Dyslexia
(B) Dysgraphia
(C) Dyscalculia
(D) Deafblindness

154. To sensitize the peer group in a primary classroom towards a new student who uses a wheelchair, the most developmentally appropriate activity is:
(A) Facilitating a story session on wheelchair use and accessibility.
(B) Reading technical medical journals regarding spinal cord injuries.
(C) Warning students that touching wheelchairs results in suspension.
(D) Forcing all students to spend a full day using a wheelchair device.

155. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Evaluation of students with special needs must be completely exempt from any formal grading or certification.
Reason (R): Inclusive assessment aims to measure individual progress and provide appropriate accommodations, not to eliminate standards.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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156. In the context of Individualized Education Plans (IEP), what is the function of the 'Present Levels of Academic Achievement and Functional Performance' (PLAAFP) statement?
(A) Predicting final career choices and adult vocational paths accurately.
(B) Establishing baseline abilities and curriculum involvement impacts.
(C) Listing past clinical medical procedures the student has undergone.
(D) Criticizing prior teaching staff performance and instructional plans.

157. Which government scheme specifically targets the provision of holistic support, including inclusive education, for school-going children and subsumes the older SSA, RMSA, and TE schemes?
(A) Samagra Shiksha
(B) PM e-VIDYA
(C) PM SHRI
(D) RUSA

158. Community-based rehabilitation (CBR) models in inclusive education emphasize:
(A) Institutionalizing disabled individuals in isolated specialized facilities.
(B) Relying on international financial aid and imported adaptive technologies.
(C) Utilizing local resources and community participation for disability support.
(D) Isolating individuals with disabilities to protect them from wider society.

159. When modifying an assessment for a student with Dyslexia, which of the following is an example of an accommodation in the 'Format' of the assessment?
(A) Allowing the student to complete the test inside a quiet separate room.
(B) Granting thirty additional compensatory minutes for exam completion.
(C) Systematically reducing required passing grade marks from 40% to 20%.
(D) Providing questions via audio format or text-to-speech software tools.

160. Consider the following classroom situations:
I. Using a microphone and speaker system during a lecture.
II. Providing written outlines of the lecture in advance.
III. Ensuring the teacher's face is well-lit and clearly visible.

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Which of these benefit a learner with a mild to moderate hearing impairment?
(A) I and III only
(B) II and III only
(C) I and II only
(D) I, II and III

161. A school administration decides to evaluate its policies on gender-sensitive pedagogy. Which of the following findings would indicate a need for immediate intervention?
(A) Both boys and girls participate equally in the school debate team.
(B) The physical education curriculum mandates cricket for boys and classical dance for girls.
(C) Career counseling sessions introduce all students to a wide range of STEM and humanities professions regardless of gender.
(D) The school library features books with strong male and female protagonists.

162. 'Multiple Disabilities' as defined under the RPwD Act 2016 refers to:
(A) Having multiple learning disability types like dyslexia and dysgraphia.
(B) Failing academic examinations across multiple subjects in school.
(C) Experiencing temporary physical injuries alongside temporary illness.
(D) Presenting with a combination of two or more specified disabilities.

163. The primary role of a 'Resource Teacher' in an inclusive education setup is to:
(A) Provide specialized support to CWSN while collaborating with teachers.
(B) Replace general classroom educators and lead instruction completely.
(C) Manage overall institutional financial allocations and annual budgets.
(D) Enforce strict discipline policies for students with behavioral issues.

164. 'Executive Functioning' difficulties are most commonly associated with which of the following diverse learner profiles?
(A) Gifted and Talented learners (without 2e)
(B) Learners with Visual Impairment
(C) Learners with ADHD
(D) Learners with Orthopedic Impairments

165. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Providing textbooks in Braille for a blind student is an example of a curriculum modification.
Reason (R): A curriculum modification changes what the student is expected to learn, whereas an accommodation changes how the student accesses the learning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

166. In a classroom, a student is identified as having a 'Speech and Language Disability' (e.g., severe stuttering or aphasia). The most appropriate inclusive practice is to:
(A) Force the student to speak rapidly to overcome stuttering tendencies.
(B) Excuse the student completely from participating in group oral work.
(C) Correct student speech errors loudly in front of peers during class.
(D) Give students ample expression time in a patient, non-rushed setting.

167. Which of the following is a key characteristic of the 'Pull-out' model of special education?
(A) The special educator teaches alongside general educators in regular classrooms.
(B) The student receives periodic instruction in a resource room part of the day.
(C) The student attends all educational classes within separate special schools.
(D) The student is placed in mainstream settings without specialized assistance.

168. To create an inclusive classroom climate for students from diverse cultural backgrounds, a teacher should engage in 'Culturally Relevant Pedagogy'. This involves:
(A) Celebrating annual diversity events while ignoring culture throughout the year.
(B) Expecting all minority students to assimilate into dominant cultural norms.
(C) Integrating diverse cultural perspectives into daily instructional practice.
(D) Teaching historical achievements of dominant socio-cultural groups only.

169. What is a 'Behavior Intervention Plan' (BIP)?
(A) A management plan designed to penalize student disciplinary infractions uniformly.

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ANSWERS

1. (B) Restructuring the culture, policies, and practices in schools to respond to the diversity of students in their locality.
Inclusive education relies on transforming whole school environments to accommodate the diverse physical, social, cognitive, and cultural needs of every student. Rather than requiring children to adapt to rigid traditional systems, institutions modify policies, instructional methods, and cultural practices. This systemic transformation guarantees equitable access, fosters social cohesion, and ensures meaningful learning opportunities for all learners.

2. (D) A student with a disability should be educated with non-disabled peers to the greatest extent appropriate.
The principle of the least restrictive environment mandates that students with special needs must receive education alongside their non-disabled peers in general educational settings whenever possible. Special classes, separate schooling, or removal from regular environments occur only when the nature or severity of a disability prevents successful learning even with supplementary aids and supporting services.

3. (C) A is true but R is false
Inclusive education requires comprehensive systemic reform, including curricular modifications, physical accessibility, and adapted teaching methodologies to support diverse populations. Changing simple physical placement without structural support is insufficient. Conversely, educational integration expects individual students to adjust to traditional school environments, whereas true inclusion compels institutional systems to evolve, adapt, and accommodate the specific needs of all children.

4. (C) No child can be denied admission to a neighborhood school on the basis of disability.
The principle of Zero Reject is a core ethical and legal mandate within inclusive education frameworks. It specifies that no child can be excluded from public or neighborhood school education due to physical, sensory, cognitive, or emotional disabilities. Educational institutions are obligated to accommodate every learner and provide appropriate supports regardless of disability severity.

5. (A) Disability is created by systemic barriers, negative attitudes, and exclusion by society.
The social model of disability distinguishes between individual physical or mental impairments and the social barriers that cause disability. It asserts that disability is not an inherent personal defect, but rather a consequence of inaccessible environments, discriminatory attitudes, and systemic institutional structures. Consequently, solutions require removing societal barriers rather than attempting to cure individual conditions.

6. (A) I and II
Educational integration focuses on fitting a child with special needs into existing school structures, evaluating whether the student possesses the readiness to adapt to unchanged settings. Inclusion operates under a rights-based framework, maintaining that every learner inherently belongs in mainstream classrooms by right, which necessitates structural and pedagogical adaptations by the school system to welcome everyone.

7. (B) Integration
Placing children with special needs in general education classrooms while frequently removing them for separate instruction and excluding them from common social activities characterizes integration. In an integrated model, physical presence is permitted, but the overarching environment remains largely unadapted, leaving the responsibility of fitting in on the student rather than restructuring institutional practices.

8. (C) 21
The Rights of Persons with Disabilities (RPwD) Act, enacted in 2016 by the Parliament of India, expanded the number of recognized specified disabilities from seven to twenty-one. This expansion includes physical, sensory, intellectual, neurological, and blood disorders, thereby broadening legal protections, educational rights,

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179. In the context of government support for CWSN, the 'National Trust' was set up for the welfare of persons with:
(A) Autism, Cerebral Palsy, Intellectual and Multiple Disabilities.
(B) Severe visual impairments and profound hearing loss conditions.
(C) Severe physical locomotor disabilities affecting mobility.
(D) Acid attack survivors and individuals presenting with dwarfism.

180. Consider the following steps in the development of an IEP:
I. Identification and Assessment
II. Drafting Annual Goals and Objectives
III. Determining Special Education and Related Services
IV. Review and Evaluation
What is the logical sequence of these steps?
(A) I, II, III, IV
(B) I, III, II, IV
(C) II, I, III, IV
(D) III, I, II, IV

181. A 'Scribe' is provided to a student with a disability during an examination. The fundamental rule regarding the scribe is that:
(A) The scribe writes only dictated answers without offering explanations.
(B) Scribes should hold higher academic qualifications than exam candidates.
(C) Scribes must strictly be selected from the student's own subject teachers.
(D) Scribes are permitted to correct grammatical mistakes during dictation.

182. Which of the following is a 'High-Tech' assistive device?
(A) A weighted vest for sensory regulation.
(B) A slant board for writing.
(C) A magnifying glass.
(D) An Eye-Gaze communication system.

183. When a teacher provides 'Guided Notes' (outlines with blank spaces for key concepts to be filled in during the lecture), this strategy primarily benefits students with:
(A) Learners with profound intellectual cognitive disabilities.
(B) Learners with ADHD and processing speed difficulties.
(C) Learners presenting with complete visual blindness.
(D) Learners demonstrating superior academic giftedness.

184. Under the RPwD Act 2016, 'Benchmark Disability' is defined as having at least what percentage of a specified disability, certified by the certifying authority?
(A) 20%
(B) 30%
(C) 40%
(D) 50%

185. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Universal Design for Learning (UDL) is an approach intended solely for special education classrooms.
Reason (R): UDL principles aim to create flexible learning environments that accommodate all individual learning differences.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

186. 'Mental Illness' is recognized as a disability under the RPwD Act 2016. In an educational setting, a student dealing with a severe clinical depressive disorder may require accommodations primarily in the form of:
(A) Flexible attendance, extended assignment deadlines, and guidance support.
(B) Structural wheelchair ramp installations and tactile ground pathway tracks.
(C) Tactile Braille reading textbooks alongside large print learning materials.
(D) Specialized hearing aid devices and qualified sign language interpreters.

187. Which of the following is NOT a principle of 'Inclusive Assessment'?
(A) Evaluating student learning progress using continuous varied assessment methods.
(B) Utilizing rigid single-format summative tests to guarantee equal conditions.
(C) Focusing on individual learning development and conceptual mastery progress.
(D) Providing specific testing accommodations defined in the student's IEP document.

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17. (B) The District Magistrate
Developing an Individualized Education Plan involves a collaborative multidisciplinary team directly connected to the student's daily educational environment. This team typically includes general education teachers, special educators, school administrators, speech or occupational therapists, and the child's parents. District administrative officers do not participate in routine educational planning, as their function pertains to civil administration rather than instruction.

18. (D) Using tactile models and verbal descriptions for visual material.
Instructional design for students with severe visual impairment requires replacing or supplementing visual information with tactile and auditory representations. Utilizing raised tactile graphics, three-dimensional models, Braille materials, and clear descriptive language allows learners to construct clear mental concepts. Relying solely on visual mediums like blackboard notes or silent reading creates significant learning barriers for these students.

19. (A) Provide large-print materials with high visual contrast.
Students with low vision possess functional sight that can be optimized using appropriate environmental and material adaptations. Providing enlarged print, high-contrast text, proper lighting, and magnifying devices enables these learners to read standard educational content independently. Completely eliminating print or replacing it with Braille is unnecessary when visual modifications sufficiently meet the student's functional visual capacity.

20. (B) I and III
Effective communication with hearing-impaired students involves facing the class directly while speaking to facilitate natural speech-reading and utilizing visual aids or written instructions. Conversely, exaggerating mouth movements or speaking unnaturally slow distorts natural speech patterns, making lip-reading significantly harder. Maintaining clear, natural articulation combined with strong visual support optimizes learning comprehension for deaf or hard-of-hearing students.

21. (A) Improving room acoustics by reducing reverberation and ambient noise.
Hearing aids amplify all ambient environmental sounds, including background noise and echoes, which can distort speech clarity. Optimizing classroom environments for students using hearing aids requires acoustic adaptations such as carpeting, soft window curtains, rubber chair tips, and sound-absorbing panels. Minimizing background noise allows amplified speech signals to be processed more clearly without overwhelming sensory distortion.

22. (D) Adaptive behavior
Intellectual disability is defined by significant limitations in both intellectual functioning, such as reasoning, learning, and problem solving, and in adaptive behavior. Adaptive behavior encompasses conceptual, social, and practical skills performed in everyday life. Standard diagnostic criteria require evidence of deficits across both cognitive abilities and adaptive functioning originating during the developmental period.

23. (B) Task analysis
Task analysis is a behavioral instructional strategy that breaks complex skills or multi-step tasks into smaller, sequentially ordered sub-steps. This technique is particularly effective for learners with intellectual disabilities, as it reduces cognitive overload and facilitates systematic learning. Teachers instruct and reinforce each sequential component step-by-step until the student achieves complete skill mastery.

24. (C) Accurate or fluent word recognition and poor spelling skills.
Dyslexia is a neurodevelopmental learning disability characterized primarily by difficulties with accurate or fluent word recognition, decoding abilities, and spelling skills. These challenges stem from deficits in the phonological component of language rather than low intelligence or lack of educational opportunity. Consequently, reading comprehension and written expression are frequently impacted despite normal intellectual capacity.

25. (D) Allowing tactile manipulatives and visual aids for arithmetic tasks.
Dyscalculia is a specific learning disability affecting numerical processing, basic arithmetic calculations, and spatial reasoning.

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expenses and event management.

197. A pedagogical strategy that uses 'Mnemonics' is highly effective for students with Specific Learning Disabilities (like Dyslexia) because it:
(A) Supports working memory and retrieval using structured acronyms or rhymes.
(B) Eliminates student reading requirements across all academic subject areas.
(C) Penalizes students whenever they forget historical or scientific facts.
(D) Requires advanced mathematical calculations to process core concepts.

198. An inclusive classroom uses 'Flexible Grouping'. This means:
(A) Grouping students by fixed IQ scores set at the start of the academic year.
(B) Grouping students exclusively with close friends across classroom tasks.
(C) Prohibiting students from engaging in peer group work activities in class.
(D) Dynamically regrouping students based on task readiness and interests.

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199. To support a learner with a severe speech impairment who uses an AAC (Augmentative and Alternative Communication) device, the teacher should:
(A) Answer questions on behalf of the student to save valuable class time.
(B) Wait patiently for the student to formulate device responses calmly.
(C) Discourage device usage while insisting strictly on spoken communication.
(D) Ignore the student during class discussions to avoid awkward silences.

200. In evaluating the success of an inclusive education policy at the school level, the Principal should look primarily at:
(A) The number of disabled students successfully transferred into special schools.
(B) The net total funding saved by avoiding hiring special educator faculty.
(C) Academic/social outcomes for ALL students and removal of access barriers.
(D) The physical cosmetic appearance and exterior architecture of the building.

188. In dealing with learners with severe behavioral challenges, the focus of the school administration should shift from punitive measures to:
(A) Immediate expulsion and permanent removal from the educational institution.
(B) Restorative practices and positive behavioral intervention supports (PBIS).
(C) Systemic segregation into specialized classrooms for delinquent behaviors.
(D) Corporal punishment and strict physical disciplining techniques in class.

189. A student with Dyscalculia is likely to have the most difficulty with which of the following tasks?
(A) Understanding fraction concepts and telling analog time.
(B) Memorizing and reciting complex poetic stanzas aloud.
(C) Painting landscape scenes using watercolor mediums.
(D) Coordinating physical movements to throw and catch balls.

190. Consider the following statements on the role of parents in inclusive education:
I. Parents should be passive recipients of the school's decisions regarding their child's IEP.
II. Parents are equal partners in the multidisciplinary team forming the IEP.
III. Parent sensitization is crucial to build an inclusive community.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

191. A 'Sensory Room' in an inclusive school is designed to:
(A) Isolate and punish students exhibiting misbehavior in class settings.
(B) Store extra laboratory apparatus and scientific research equipment safely.
(C) Conduct routine formal medical health examinations for school students.
(D) Provide controlled equipment to aid student sensory de-escalation needs.

192. The concept of 'Enrichment' for gifted learners involves:
(A) Rapidly promoting gifted students through academic grade levels ahead of peers.
(B) Requiring students to complete identical standard worksheets multiple times.
(C) Offering deeper subject learning experiences beyond standard core curriculum.
(D) Assigning administrative duties like grading peer papers during class time.

193. 'Deafblindness' is a unique disability because:
(A) It manifests predominantly as a severe form of visual perception deficit.
(B) Combined sensory loss creates needs unsuited for deaf-only or blind-only setup.
(C) It manifests predominantly as a severe form of auditory processing loss.
(D) It impacts individual physical motor mobility and spatial orientation alone.

194. You are evaluating a school's infrastructure for RPwD Act compliance. Which of the following features is essential for making stairs accessible for visually impaired individuals?
(A) Painting stair steps using glossy, high-reflectivity surface polish finishes.
(B) Removing side handrails completely to maximize available walking space.
(C) Maintaining dim lighting along stairwells to minimize bright visual glare.
(D) Installing tactile ground studs and contrasting colors on stair step edges.

195. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Gender-sensitive pedagogy requires treating boys and girls as entirely different intellectual entities.
Reason (R): Research proves that boys naturally excel at logic and girls naturally excel at empathy.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

196. The 'CWSN' component under the Samagra Shiksha scheme provides for a stipend to girls with disabilities. What is the primary objective of this stipend?
(A) Providing financial support to purchase luxury household items for families.
(B) Funding official salary disbursements for specialized education teachers.
(C) Encouraging school enrollment and retention for girls with disabilities.
(D) Funding annual school cultural function

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and welfare entitlements across a wider spectrum of conditions throughout the country.

9. (D) Establishing separate special schools in every neighborhood community setup.
Section 16 of the RPwD Act 2016 mandates that educational institutions funded or recognized by the government must provide inclusive education. Key provisions include admitting students without discrimination, offering reasonable accommodations, and making physical infrastructure and facilities accessible. Establishing isolated special schools in every neighborhood contradicts the law's explicit framework of fostering inclusive mainstream educational settings.

10. (A) Admit the child, build teacher capacity, and offer appropriate accommodations.
Inclusive administrative practice requires accepting students with learning disabilities into regular schools while proactively building internal educational capacity. Denying admission or deflecting responsibility violates statutory rights and inclusive principles. School leaders must provide teachers with professional development, implement individual accommodations, and foster collaborative strategies to effectively serve diverse learners in general classrooms without placing unfair burdens on families.

11. (B) Thalassemia
Under the Rights of Persons with Disabilities Act 2016, specified conditions are grouped into distinct statutory categories. Thalassemia, Sickle Cell Disease, and Hemophilia are explicitly classified under the category of blood disorders. Other conditions such as Multiple Sclerosis and Parkinson's Disease fall under chronic neurological conditions, whereas Muscular Dystrophy is categorized under locomotor disability.

12. (B) The general classroom teacher through continuous daily observation
General classroom teachers spend significant continuous time observing children during academic, social, and developmental tasks, making them uniquely positioned for early screening. Teacher observation identifies early warning indicators, behavioral changes, or learning gaps before formal referrals occur. While clinical diagnosis requires medical specialists, preliminary screening within educational settings remains primarily a classroom teacher responsibility.

13. (A) Checklists for behavioral and academic indicators
Classroom screening relies on behavioral and academic observation checklists to identify students displaying developmental delays or learning difficulties. These checklists allow educators to systematically track reading, writing, mathematical, and attentional challenges in everyday settings. Using non-invasive observational instruments precedes clinical psychometric testing, helping teachers gather preliminary evidence prior to referring candidates for formal diagnostic evaluations.

14. (C) Developing an Individualized Education Plan (IEP).
Once a student is identified with special educational needs within a mainstream setting, formulating an Individualized Education Plan becomes the essential next step. This customized document outlines baseline performance levels, tailored instructional strategies, measurable goals, and necessary accommodations. Developing this plan ensures structured support while maintaining the student's right to participate meaningfully in inclusive learning environments.

15. (D) A is false but R is true
An Individualized Education Plan is a dynamic working document that requires continuous monitoring, periodic evaluation, and regular adjustments based on student progress throughout the academic year. It is not static. However, it accurately sets annual measurable goals and specifies required supplementary aids, modifications, and specialized support services tailored to meet individual student requirements.

16. (C) A guarantee of the exact grades the student will achieve.
An Individualized Education Plan includes baseline academic levels, measurable annual performance goals, and descriptions of necessary support services or accommodations. However, guaranteeing specific academic grades is inappropriate and ethically invalid. Educational plans outline pathways, adaptations, and support structures to facilitate learning, but academic achievement remains variable and dependent on individual student effort, engagement, and development.

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(B) A medical prescription detailing psychiatric medications for behavioral control.
(C) An administrative strategy to exclude disruptive students permanently from school.
(D) A plan based on functional assessment teaching positive replacement behaviors.

170. Consider the following combinations of disability and teaching strategies:
I. Intellectual Disability – Task Analysis and Concrete Manipulatives
II. Autism Spectrum Disorder – Visual Schedules and Predictable Routines
III. ADHD – Prolonged Lectures and Strict Immobility
IV. Visual Impairment – Tactile Graphics and Audio Materials
Which of the pairs given above are correctly matched?
(A) I, II and IV
(B) I, III and IV
(C) II, III and IV
(D) I, II, III and IV

171. Inclusion is fundamentally about:
(A) Establishing parallel educational systems specifically for disabled students.
(B) Fostering a school culture where all children feel valued and supported.
(C) Lowering academic standard benchmarks to guarantee high overall pass rates.
(D) Focusing exclusively upon physical infrastructure modifications like ramps.

172. A school Principal notices that a disproportionate number of students from a specific socio-economically disadvantaged community are being labeled as having 'Intellectual Disabilities'. This phenomenon requires the Principal to investigate for:
(A) Unexplained biological genetic mutations emerging within local communities.
(B) Cultural bias in the standardized intelligence screening tests being used.
(C) Constructing new specialized segregated facilities for community needs.
(D) Removing all formal student academic screening tools from school policies.

173. Assistive technology like 'Word Prediction Software' is primarily beneficial for a learner struggling with:
(A) Dysgraphia or severe spelling deficits
(B) Severe hearing impairment challenges
(C) Physical locomotor mobility impairment
(D) Significant visual sensory impairment

174. The concept of 'Intersectionality' implies that a girl child with a disability belonging to a marginalized caste:
(A) Faces identical structural barriers as boys with disabilities from privileged backgrounds.
(B) Prioritizes disability support exclusively while ignoring gender and caste issues.
(C) Experiences unique compounding barriers requiring holistic inclusive school support.
(D) Requires specialized schools catering only to disabled girls from marginalized castes.

175. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Differentiated Instruction focuses only on struggling learners.
Reason (R): Gifted learners do not require any differentiation as they can already master the standard curriculum easily.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

176. Which of the following best defines 'Dyspraxia'?
(A) Inability to comprehend mathematical numerical logic and reasoning concepts.
(B) Severe emotional and behavioral regulation problems in classroom settings.
(C) Neurologically based difficulty with motor planning and physical coordination.
(D) Inability to process visual information resulting from physical retinal damage.

177. A learner with visual impairment relies heavily on 'Tactile' learning. This means learning through:
(A) Hearing
(B) Touch
(C) Smell
(D) Taste

178. 'Echolalia' (meaningless repetition of another person's spoken words) is a characteristic often observed in some children with:
(A) Specific Learning Disability
(B) Orthopedic Impairment
(C) Giftedness
(D) Autism Spectrum Disorder

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Effective pedagogical accommodations include incorporating concrete mathematical manipulatives, visual number lines, grid paper, and graphic organizers during instruction. These tactile and visual tools provide multisensory representations of abstract mathematical concepts, helping students understand spatial relationships and numerical operations effectively.

26. (A) Allowing the student extra time to complete the standard class test.
An accommodation changes how a student accesses information or demonstrates learning without altering the fundamental learning standards or expectations. Granting extra time on a standard examination allows equal opportunity to complete identical tasks. In contrast, modifications alter the core curriculum expectations, reduce learning outcomes, or simplify testing content, thereby changing what the student is expected to master.

27. (B) Having social communication difficulties and preference for routines.
Autism Spectrum Disorder is a neurodevelopmental condition characterized by persistent challenges in social communication, reciprocal social interaction, and nonverbal communication skills. Individuals with autism frequently exhibit restricted, repetitive patterns of behavior, intense fixated interests, and a strong preference for environmental predictability or routines, alongside varying degrees of sensory sensitivity across diverse classroom environments.

28. (B) Provide visual schedules and advance warnings before transitions.
Learners with Autism Spectrum Disorder often experience heightened anxiety during unstructured transitions between activities. Providing visual schedules, clear environmental structure, and advance verbal or visual transition warnings helps these students predict schedule shifts. Predictability reduces stress, prevents behavioral distress, and allows smooth, successful shifts between tasks without introducing unexpected disruptions or chaotic instructional changes.

29. (A) Incorporate purposeful movement and short breaks into tasks.
Students with Attention Deficit Hyperactivity Disorder struggle with sustained executive functioning, impulse control, and prolonged physical stillness. Incorporating structured physical movement, active learning tasks, sensory breaks, and chunked instructional periods allows them to release physical energy constructively. Isolating or penalizing hyperactive behaviors worsens anxiety and disengagement, whereas proactive movement supports attention and self-regulation.

30. (B) II and III
Attention Deficit Hyperactivity Disorder manifests in multiple presentations, including predominantly inattentive type, hyperactive-impulsive type, or combined type. The Rights of Persons with Disabilities Act 2016 recognizes neurodevelopmental disorders, under which ADHD can be classified. Students with ADHD learn effectively in mainstream classrooms when provided with appropriate environmental accommodations and instructional supports.

31. (D) Punishment
Differentiated instruction is an educational framework based on systematically adapting four essential classroom elements: content, process, product, and learning environment. These elements are modified according to student readiness levels, interests, and learning profiles. Punitive measures or disciplinary actions play no role in differentiated instruction, which focuses entirely on supportive, inclusive, and effective learning design.

32. (C) Allowing students various ways to demonstrate what they have learned.
In differentiated instruction, the product represents the means through which students demonstrate their understanding, knowledge, and mastery of learning objectives. Differentiating products involves offering diverse options such as oral presentations, written reports, visual displays, hands-on projects, or digital media creations, allowing learners to express their conceptual understanding using their individual strengths.

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33. (B) Multiple means of action and expression – Strategic network
Universal Design for Learning links three core principles to specific brain networks. Recognition networks align with multiple means of representation, processing how information is perceived. Strategic networks govern how learners plan, execute, and express ideas,

provisions for children with special needs into mainstream policy, providing resources, teacher training, and assistive aids to foster full participation of diverse learners in general schools.

52. (C) Loss or abnormality of psychological or anatomical body functions.
In World Health Organization classifications, impairment refers to any temporary or permanent loss or abnormality of psychological, physiological, or anatomical body structure or functional mechanism. Impairment represents an organic or physical condition, whereas disability refers to functional limitations in activity performance, and handicap describes societal disadvantages experienced by individuals.

53. (A) I and II
The medical model views disability as an individual physical or cognitive deficit requiring clinical diagnosis and medical cure. Conversely, the social model identifies environmental, structural, and attitudinal barriers as the true cause of disability. The social model rejects using clinical diagnostic classifications to justify segregating children from general educational environments.

54. (D) Full inclusion in regular neighborhood schools.
The National Education Policy 2020 strongly advocates for full inclusion of children with benchmark disabilities within regular neighborhood schools. While respecting parental choice for special or home-based schooling in specific circumstances, NEP 2020 prioritizes creating accessible, supportive mainstream school environments through resource centers, tailored accommodations, and specialized cross-trained faculty.

55. (B) The school's failure to provide elevators or ground-floor library spaces.
Under the social model of disability, physical barriers within the built environment cause disability rather than individual physical impairments. A student's inability to access a upper-floor library stems from institutional failure to provide accessible ramps, elevators, or ground-floor facilities, highlighting society's responsibility to create universally accessible public spaces.

56. (C) Supplying free learning materials and assistive devices up to age 18.
Section 17 of the Rights of Persons with Disabilities Act 2016 outlines specific government measures to promote inclusive education. It mandates providing free books, learning materials, and appropriate assistive devices to all children with benchmark disabilities up to eighteen years of age, alongside accessible transport and continuous teacher training programs.

57. (D) Hemophilia – Blood Disorder
The Rights of Persons with Disabilities Act 2016 classifies specified conditions into clear statutory categories. Hemophilia is correctly categorized under blood disorders alongside Thalassemia and Sickle Cell Disease. Acid Attack Victims fall under physical disability, Specific Learning Disabilities belong under neurodevelopmental conditions, and Dwarfism is categorized under locomotor disability.

58. (A) Consult the special educator for learning disability screening.
When a student shows persistent decoding difficulties, letter reversals, and reading distress despite normal intelligence, screening for specific learning disabilities like Dyslexia is necessary. Consulting a special educator represents the appropriate initial action to conduct preliminary academic screening, observe learning patterns, and establish targeted instructional accommodations before formal clinical diagnosis.

59. (B) Rehabilitation Council of India
The Rehabilitation Council of India (RCI) is a statutory body established under an Act of Parliament in 1992. RCI regulates and standardizes training policies, academic curricula, and professional qualifications for special educators, rehabilitation professionals, and clinical personnel, ensuring quality assurance across disability support services throughout India.

60. (D) A is false but R is true
An Individualized Education Plan must be accessible to both general and special educators, as general teachers execute daily classroom instruction and accommodations. However, confidential medical background detail should be protected, while instructional strategies and educational targets are shared among all

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Culturally responsive teachers acknowledge diversity as an asset, ensuring that instructional materials and examples reflect heterogeneous student populations, which fosters higher student engagement, self-esteem, and mutual respect among all learners.

43. (B) Eliminating gender stereotypes from text and instructional language.
Gender-sensitive pedagogy involves actively identifying and eliminating gender biases, stereotypes, and discriminatory language from instructional materials, classroom dynamics, and school operations. It ensures equal participation, encouraging all students regardless of gender to pursue diverse academic subjects, leadership opportunities, and extracurricular activities without being restricted by traditional societal gender expectations.

44. (B) Rapid learning capacity, advanced abstract reasoning, and intense curiosity.
Gifted and talented learners exhibit superior cognitive abilities, advanced problem-solving skills, rapid information processing, and abstract reasoning capacity. They often demonstrate intense curiosity, high levels of task engagement in interest areas, and advanced language development. Their learning pace requires differentiated instructional strategies that offer cognitive complexity rather than simple repetition.

45. (D) A is false but R is true
Providing additional repetitive drill work to gifted learners is ineffective and leads to boredom and disengagement. Gifted students need qualitative enrichment, advanced problem solving, and curriculum compacting rather than higher volume of identical tasks. However, unchallenging environments can cause gifted students to finish work quickly, resulting in behavioral issues when left unengaged.

46. (C) Curriculum compacting
Curriculum compacting is an instructional strategy designed for academically advanced and gifted students. It involves assessing prior knowledge to identify content already mastered, eliminating redundant instruction, and replacing it with advanced, complex, or enriched learning opportunities. This practice prevents boredom, accelerates conceptual growth, and optimizes instructional time for high-ability learners.

47. (D) Offering alternative expression modes to assess identical learning goals.
Inclusive assessment ensures that evaluation methods accurately measure knowledge without being blocked by individual impairment barriers. Providing alternative modes of expression, such as oral exams, visual presentations, or assistive technology, allows diverse learners to demonstrate mastery of standard learning outcomes while receiving essential accommodations tailored to individual functional requirements.

48. (C) Hosting interactive role-plays that highlight varied student strengths.
Peer sensitization in inclusive settings relies on experiential learning, empathy building, and structured interaction. Interactive role-plays, collaborative team activities, and discussions highlighting diverse strengths help students appreciate individual differences without stigmatizing peers. Constructive engagement fosters an empathetic social culture, reducing prejudice and promoting positive peer relationships across mainstream school communities.

49. (B) Supporting pre-school to Grade XII inclusion via resources and support staff.
The Samagra Shiksha scheme is an integrated flagship national program for school education spanning pre-school to Grade XII. Its inclusive education component provides targeted financial and pedagogical support, resource teachers, assistive devices, and accessible infrastructure to ensure that children with special needs receive quality education in mainstream public schools.

50. (D) Assist in procuring modern, standardized adaptive aids and appliances.
The Scheme of Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances (ADIP) is a central government initiative designed to assist eligible persons with disabilities in procuring durable, modern, and standardized adaptive aids and appliances. This financial assistance enhances physical mobility, communication, and independence, supporting educational and social integration.

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51. (A) Sarva Shiksha Abhiyan (SSA)
Launched in 2001, Sarva Shiksha Abhiyan served as a landmark national initiative aimed at universalizing elementary education across India. SSA explicitly integrated inclusive education

of reasonable accommodation. Educational institutions are legally obligated to modify physical infrastructure, ensuring equal, non-discriminatory environment access and social participation for all students with disabilities.

89. (D) Maximize developmental potential and prevent secondary complications.
Early Intervention programs target infants and young children displaying developmental delays or identified disabilities. These multi-professional services provide early therapeutic, sensory, and educational support during crucial early developmental windows. Timely intervention maximizes physical and cognitive growth, enhances functional independence, and prevents secondary developmental complications or learning difficulties.

90. (D) A is false but R is true
Inclusive education benefits all students in the classroom, not solely children with special needs. Non-disabled students in inclusive environments develop enhanced empathy, social awareness, cooperative skills, and appreciation for diversity. The presence of diverse learning profiles encourages flexible teaching practices that improve academic and social outcomes across the entire student population.

91. (B) Clinical or Educational Psychologist
Within multidisciplinary assessment teams, certified clinical or educational psychologists are specifically qualified to conduct formal psychological and cognitive evaluations. They administer standardized intelligence tests, adaptive behavior scales, and diagnostic instruments to evaluate cognitive functioning, memory, and emotional processing, providing essential baseline diagnostic data for individualized educational planning.

92. (B) To prepare the student for post-school education, training, or living.
A Transition Plan is a formal component of an Individualized Education Plan designed for adolescent students with special needs. Its primary purpose is to prepare students for post-school outcomes, including higher education, vocational training, independent living, and community employment, ensuring smooth developmental transitions from secondary school into adult society.

93. (B) 6
Braille is a tactile writing and reading system used worldwide by individuals who are blind or visually impaired. The fundamental unit of Braille is the Braille cell, which consists of six embossed raised dots arranged in two vertical columns of three dots each, yielding sixty-three distinct symbol combinations.

94. (C) Visual impairment
Behavioral indicators like head tilting, frequent eye rubbing, squinting, holding reading materials close, and difficulty tracking objects during physical activities serve as crucial observational signs of visual impairment. General classroom teachers noting these persistent symptoms should arrange preliminary visual screening and refer the child for professional ophthalmic examination.

95. (D) Transmitting teacher voice to hearing aids while cutting background noise.
FM systems are wireless assistive listening devices that enhance speech clarity for students with hearing loss. The teacher wears a transmitter microphone, which broadcasts voice signals directly via radio frequency to a receiver connected to the student's hearing aid, effectively isolating speech while eliminating room echo and background sound.

96. (C) Autism Spectrum Disorder
Difficulties with social pragmatic language, restricted interest areas, insistence on repetitive routines, and sensory processing hyper- or hypo-reactivity represent core diagnostic features of Autism Spectrum Disorder. Autistic learners require structured environments, clear visual communication, and individualized environmental accommodations to navigate daily social and educational classroom activities.

97. (B) Multisensory Structured Language Education (Orton-Gillingham method).
Multisensory Structured Language Education, such as the Orton-Gillingham approach, is an evidence-based instructional method designed for students with Dyslexia. It simultaneously engages visual, auditory, kinesthetic, and tactile pathways to teach phonemic awareness, letter-sound correspondences, and decoding rules, establishing strong neural pathways for accurate reading and spelling acquisition.

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educational team members responsible for student learning.

61. (A) Continuous and periodic, involving at least an annual review.
Evaluating student progress towards Individualized Education Plan goals must be a continuous and systematic process. Teachers continuously collect assessment data to monitor academic growth and functional achievements. Formally reviewing the plan at least annually ensures necessary modifications, goal updates, and instructional strategy adaptations match the student's evolving educational needs.

62. (C) Exempting the student from answering objective-type questions.
Appropriate accommodations for visually impaired students during examinations include providing trained scribes, extra compensatory time, and test papers rendered in Braille or enlarged print. Exempting students from objective questions is inappropriate because visual impairment affects sensory access rather than objective conceptual comprehension, which can be evaluated effectively through accessible testing formats.

63. (D) Learners with severe visual impairment
Orientation and Mobility training is a specialized instruction program designed specifically for individuals with severe visual impairment or blindness. It teaches spatial awareness, sensory mapping, and safe navigation techniques using white canes or guide dogs. These skills enable visually impaired learners to navigate school environments and public spaces safely and independently.

64. (C) Installing flashing lights synchronized with school bells or alarms.
Environmental modifications for learners with hearing impairments rely on visual cueing systems to replace auditory signals. Installing flashing light indicators synchronized with traditional school bells, fire alarms, or announcements ensures deaf and hard-of-hearing students receive immediate, accessible safety alerts and schedule notifications throughout the school building independently.

65. (B) Using sign language primarily and written language secondarily.
Sign Bilingualism is an educational philosophy for deaf children that promotes acquiring two distinct languages: sign language as the primary natural language for communication and thought, and the dominant spoken language in its written form as a secondary language for literacy and formal academic engagement across diverse learning environments.

66. (B) II and III
Learners with intellectual disabilities benefit from explicit, concrete, and functional instruction. Instructional design should prioritize real-world contexts, tactile learning, distributed practice, and frequent structured repetition. Introducing complex abstract concepts before concrete visual or physical representations increases cognitive load, impeding learning comprehension and skill retention for students with cognitive challenges.

67. (A) Written expression, handwriting, and spelling skills.
Dysgraphia is a specific learning disability affecting written expression, handwriting mechanics, fine motor control, and spelling capabilities. Individuals with dysgraphia struggle to produce legible handwriting, space letters correctly, and organize written thoughts on paper, despite possessing normal cognitive functioning and receiving adequate academic instruction in regular classroom environments.

68. (C) Dyspraxia / Dysgraphia
Difficulties with pencil grip, legible letter formation, spatial layout on paper, and fine motor coordination in writing indicate motor-based learning challenges like Dysgraphia and Dyspraxia. Dysgraphia affects written execution, while Dyspraxia impacts motor planning. Effective interventions include visual guides, ergonomic writing aids, slant boards, and speech-to-text assistive technology accommodations.

69. (A) Structured teaching using visual organization and clear space boundaries.
The TEACCH framework is a specialized instructional model designed for individuals with Autism Spectrum Disorder. It emphasizes structured teaching methodologies, clear spatial boundaries, visual schedules, and predictable activity routines. Visual organization helps autistic learners understand physical

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Teachers must provide curriculum enrichment, advanced reasoning tasks, and compacting strategies to match the rapid learning velocity and cognitive complexity of gifted learners.

108. (B) Providing an exam scribe or speech-to-text writing software options.
Students with severe motor coordination conditions like Cerebral Palsy often experience fine motor limitations affecting manual handwriting speed and control. Providing test accommodations like approved exam scribes or speech-to-text software allows them to express knowledge fluently without physical exhaustion, preserving the assessment's academic validity while ensuring equitable testing conditions.

109. (A) Older students tutor younger students.
Cross-age peer tutoring is a structured instructional strategy where older or academically advanced students serve as tutors for younger learners. This arrangement reinforces foundational subject concepts for the tutor while delivering personalized, non-threatening instruction to the tutee, building academic achievement, self-esteem, and supportive social relationships across different grade levels.

110. (C) Having a benchmark disability and family income below set thresholds.
The Pre-Matric Scholarship for Students with Disabilities is a central government scheme designed to support children studying in primary and secondary classes. Key eligibility criteria include holding a certified benchmark disability under the RPwD Act 2016 and meeting defined family income limits, thereby reducing dropouts and encouraging education.

111. (D) Chunking information into smaller parts, teaching one step at a time.
Chunking is a cognitive strategy that breaks complex instructional content into smaller, manageable units taught sequentially. For learners with intellectual disabilities, chunking reduces working memory load, improves processing speed, and aids skill retention, allowing students to master individual components before integrating them into complete multi-step learning tasks.

112. (C) Autism, ADHD, Dyslexia, and neurological differences.
Neurodiversity is a framework recognizing neurological variations, such as Autism, ADHD, Dyslexia, and Tourette's syndrome, as natural human brain differences rather than pathological defects requiring cures. Promoting neurodiversity encourages educational environments to provide environmental accommodations, sensory supports, and strength-based instructional strategies that respect individual cognitive variation in classrooms.

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113. (B) Travels between schools providing support to students and teachers.
An itinerant teacher is a specialized rehabilitation educator who travels among multiple mainstream schools to provide direct support, adaptive learning materials, and specialized skill instruction to students with special needs. They also collaborate continuously with regular classroom teachers, offering guidance on individualized planning, environmental accommodations, and inclusive pedagogical strategies.

114. (D) Adapting rules or equipment so the student actively plays the game.
Inclusive physical education requires adapting sports rules, boundary lines, playing equipment, or roles so all students participate actively regardless of physical mobility. Relegating a student in a wheelchair to non-playing referee roles reflects exclusion. Modifying game structures allows wheelchair users to experience physical activity, teamwork, and social inclusion alongside peers.

115. (D) A is false but R is true
Inclusive assessment does not mandate standardized test formats under rigid uniform conditions, as this approach disadvantages students with functional limitations. Truly fair assessment relies on providing appropriate testing accommodations—such as compensatory time, scribes, or braille—which remove physical and sensory barriers without altering underlying learning expectations or compromising test validity.

116. (C) Autism Spectrum Disorder and sensory processing issues.
Sensory breaks and sensory diets involve structured physical activities and environmental sensory modifications integrated throughout the school day. Designed for students with Autism Spectrum Disorder and sensory processing challenges, these activities help regulate sensory

79. (D) Microaggressions and deficit-thinking regarding minority students.
Culturally responsive teaching requires educators to engage in critical self-reflection regarding their implicit cultural biases and assumptions. Developing cultural self-awareness prevents deficit-thinking, which incorrectly views cultural differences as inherent learning deficiencies. It also reduces classroom microaggressions, fostering an equitable and validating educational environment for students from diverse backgrounds.

80. (C) I, II and IV
Gender-sensitive pedagogy involves using non-sexist language, providing equal leadership opportunities to all students, and critically challenging traditional gender stereotypes across subjects. Stereotyping academic abilities by assuming boys naturally excel in mathematics and girls in languages reinforces harmful gender biases, contradicting the foundational principles of gender-equitable teaching practice.

81. (B) Creativity
Joseph Renzulli's Three-Ring Conception of Giftedness defines gifted behavior as the intersection of three fundamental human clusters: above-average general ability, high level of task commitment, and high levels of creativity. Giftedness develops when these three components interact effectively within supportive social and educational environments, fostering creative achievements.

82. (D) Advancing the student to higher grade levels or advanced subject content.
Acceleration is an educational strategy for gifted learners that aligns learning pace with intellectual ability. It includes early entrance to school, grade skipping, or subject-based acceleration where students study advanced content ahead of their age-matched peers. Acceleration provides cognitive challenge, preventing boredom and academic disengagement among gifted students.

83. (A) A systematic collection of student work demonstrating ongoing progress.
Portfolio assessment is a continuous, qualitative evaluation method involving the systematic compilation of a student's work over time. It displays academic growth, creative expressions, self-reflections, and skill development across various context areas. In inclusive classrooms, portfolios offer flexible evaluation options, showcasing individual learner progress beyond traditional standardized examinations.

84. (C) Highlight achievements and rights of disabled people interactively.
Fostering genuine empathy rather than pity among peer groups requires presenting persons with disabilities as empowered rights-holders with unique capabilities. Interactive programs highlighting achievements, rights, shared interests, and social participation build respectful social attitudes. Portraying disabled individuals through medical hardship or dependency reinforces charitable pity, hindering social inclusion.

85. (A) Inclusive, responsive, and available in local regional languages.
The NIPUN Bharat Mission focuses on achieving universal foundational literacy and numeracy in primary grades. It mandates that instructional materials must be inclusive, developmentally appropriate, and produced in children's mother tongues or regional languages. Local language integration ensures equitable learning access for all children, including diverse and disabled learners.

86. (D) The Right of Children to Free Education (RTE) Act, 2009
The Right to Education Act 2009 guarantees free and compulsory education to children aged six to fourteen. When read alongside the Rights of Persons with Disabilities Act 2016, this free entitlement extends up to eighteen years for children with benchmark disabilities, establishing a statutory foundation for inclusive elementary and secondary education.

87. (B) Specific Learning Disability
The National Trust Act 1999 was enacted specifically for the welfare of persons with four designated conditions: Autism, Cerebral Palsy, Intellectual Disability (formerly termed Mental Retardation), and Multiple Disabilities. Specific Learning Disabilities are not covered under this Act, but are legally recognized under the RPwD Act 2016.

88. (C) Reasonable accommodation
Under the Rights of Persons with Disabilities Act 2016, failure to provide essential physical access accommodations, such as ramps and accessible toilets, constitutes a direct denial

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corresponding to multiple means of action and expression. Affective networks control motivation and enthusiasm, aligning with multiple means of engagement.

34. (D) Multiple means of action and expression
Providing students with options to express their knowledge through varied mediums such as written essays, audio podcasts, or visual posters embodies the Universal Design for Learning principle of multiple means of action and expression. This approach recognizes that learners differ in how they navigate learning environments and express their underlying conceptual comprehension.

35. (A) Multiple means of representation
Presenting academic concepts using varied instructional modalities like written text, spoken audio, visual video, and tactile physical models exemplifies providing multiple means of representation under Universal Design for Learning. Presenting information through flexible formats ensures that students with differing sensory abilities, processing styles, or language backgrounds can access core curriculum content effectively.

36. (C) Simple pencil grips and adapted paper
Assistive technology ranges across a spectrum from non-electronic, low-cost items to sophisticated digital devices. Low-tech devices are simple, inexpensive tools requiring minimal technical maintenance, such as ergonomic pencil grips, slanted writing boards, raised line paper, or page turners. These simple adaptations help students overcome fine motor difficulties without complex software or electronic hardware.

37. (A) Have severe speech or expressive communication challenges.
Augmentative and Alternative Communication devices comprise communication methods, tools, and systems that supplement or replace spoken language. AAC systems are designed for individuals with severe speech and expressive language challenges, including non-verbal students or those with cerebral palsy and autism. These tools enable effective communication using picture cards, communication boards, or speech-generating software.

38. (D) Co-teaching
Co-teaching is a collaborative instructional model where a general education teacher and a special education teacher share responsibility for planning, instructing, and assessing all students within a single inclusive classroom. This model blends content expertise with specialized pedagogical knowledge, ensuring that support services are seamlessly integrated directly into mainstream learning environments.

39. (B) The special educator advises the general teacher, who then conducts the instruction.
In the consultation model of special education, the special educator acts as a consultant who advises, guides, and collaborates with the general education teacher. The general educator retains primary responsibility for direct daily classroom instruction, implementing recommended adaptations, accommodations, and teaching strategies suggested by the specialist to support diverse learning needs effectively.

40. (C) Providing essential learning resources without assuming home technology access.
Inclusive practices address socio-economic diversity by ensuring equal access to required educational materials within the school setting. Teachers must avoid assuming all families possess high-speed internet, personal laptops, or expensive resources at home. Providing necessary supplies and completing technology-based assignments inside classrooms prevents disadvantaged students from facing institutional barriers to academic success.

41. (D) Promoting multilingualism with mother tongue instruction through Grade 5.
The National Education Policy 2020 emphasizes the cognitive and cultural benefits of multilingual education during early childhood development. It mandates that, wherever possible, the medium of instruction until Grade 5, and preferably beyond, should be the student's mother tongue, local language, or regional dialect, ensuring natural language acquisition and inclusive cognitive development.

42. (A) Integrates student cultural background references into daily teaching.
Culturally responsive pedagogy involves integrating students' cultural backgrounds, life experiences, and heritage languages into everyday instruction and classroom management.

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98. (D) Seating the student away from distractions and near the main teacher.
Strategic seating placement is an essential environmental accommodation for managing students with Attention Deficit Hyperactivity Disorder. Placing the student near the teacher and away from high-traffic distractors, such as open windows or doors, reduces extraneous visual and auditory stimuli, helping maintain focus and facilitating discreet teacher prompts.

99. (A) Offering temporary structured support removed as competence increases.
Scaffolding in inclusive pedagogy involves offering temporary structured instructional support tailored to a student's current learning capacity. As the student develops conceptual understanding and skill mastery, these temporary supports are systematically faded, gradually transferring learning responsibility to the student and building independent cognitive confidence within inclusive settings.

100. (C) Identify curriculum barriers and choose flexible methods to overcome them.
Implementing Universal Design for Learning requires educators to analyze the curriculum initially to identify potential learning barriers in advance. Rather than fixing problems reactively, teachers proactively plan flexible instructional methods, goals, materials, and assessments, ensuring that all diverse learners can access learning pathways from the beginning of instruction.

101. (A) AT is exclusively electronic and computerized.
Assistive technology includes any item, piece of equipment, or product system used to increase, maintain, or improve functional capabilities of individuals with disabilities. AT encompasses non-electronic low-tech devices, such as pencil grips, slant boards, and magnifiers, as well as complex high-tech electronic devices, making the technology non-exclusive to digital equipment.

102. (D) The child with a learning disability.
Person-first language emphasizes the individual human being before mentioning any clinical diagnosis or disability condition. Phrases like "a child with a learning disability" focus on personal identity rather than reducing individuals to medical labels. In contrast, terms like "the blind student" or "the autistic boy" prioritize disability labels ahead of personal dignity.

103. (B) Teachers divide content and students rotate through teacher-led stations.
Station teaching is a co-teaching structure where instructional content is divided into distinct learning modules located across classroom stations. The general educator and special educator manage separate stations, while students rotate in small groups through each station, receiving targeted, small-group instruction that facilitates active engagement and personalized learning support.

104. (C) High cost of compulsory extracurricular activities and field trips.
High compulsory fees for school activities, field trips, uniforms, or specialized digital tools create significant financial barriers for students from economically disadvantaged backgrounds. These costs limit equal participation, leading to exclusion and social stigma. Inclusive schools must eliminate hidden fees, ensuring equal access to all school learning activities.

105. (D) A is false but R is true
Culturally responsive teaching maintains high academic standards for all students, including those from marginalized backgrounds, while providing necessary scaffolding and support. Lowering expectations reflects deficit thinking, which hinders academic growth. Maintaining high expectations within a supportive, culturally validating environment builds confidence and drives student success without causing dropouts.

106. (A) The interaction of gender, caste, status, and disability creating unique bias.
Intersectionality describes how multiple social identities—such as gender, social caste, socio-economic status, and disability—intersect to create overlapping systems of discrimination or disadvantage. In educational settings, understanding intersectionality enables administrators and teachers to recognize compound systemic barriers and deliver holistic, nuanced support catered to every child's complete lived identity.

107. (B) The curriculum is under-challenging, causing boredom and disengagement.
When gifted students encounter repetitive, slow-paced, or unchallenging instruction, they frequently experience extreme cognitive boredom. This disengagement often manifests as off-task behavior, classroom disruption, or apathy.

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expectations, manage schedule transitions independently, and process learning tasks with reduced anxiety.

70. (D) Escort the child to a quiet, safe space to facilitate de-escalation.
A sensory meltdown in a student with Autism Spectrum Disorder is an involuntary response to extreme sensory overload rather than intentional misbehavior. The appropriate administrative and pedagogical response involves calmly moving the child to a quiet, low-stimulation environment to facilitate natural de-escalation, ensuring safety, emotional regulation, and compassionate support.

71. (B) Antecedent
In behavioral analysis, the ABC model stands for Antecedent, Behavior, and Consequence. Antecedents represent environmental events, triggers, or conditions that occur immediately before a behavior occurs. Analyzing antecedents helps educators identify underlying triggers, modify learning environments, and implement proactive support strategies for diverse learners displaying challenging classroom behaviors.

72. (C) Universal Design for Learning (UDL)
Universal Design for Learning is an educational framework that proactively addresses learner variability from the initial stages of curriculum design. By offering flexible options for presentation, expression, and engagement, UDL reduces learning barriers for all students, eliminating the need for reactive adaptations while accommodating diverse learning needs effectively.

73. (D) Learning Environment
Differentiating the learning environment involves modifying the physical setup, social atmosphere, and organizational conditions of the classroom. Creating designated quiet study areas, collaborative work stations, adjustable seating arrangements, and flexible lighting options addresses individual sensory, physical, and psychological needs, optimizing comfort and focus for diverse groups of learners.

74. (D) A is false but R is true
Differentiated instruction does not require creating individualized lesson plans for every single student, which would be unfeasible. Instead, teachers modify content, processes, products, or environments for student groups based on readiness and learning styles. The heterogeneity of diverse learners makes flexible instructional design essential for inclusive classrooms.

75. (B) Offering learning choices that increase relevance and foster collaboration.
Multiple Means of Engagement under Universal Design for Learning targets the affective brain network, focusing on motivating and sustaining student interest. Offering meaningful choices in learning activities, providing authentic tasks connected to personal interests, and facilitating collaborative group work enhance intrinsic motivation, persistence, and active self-regulation among diverse classroom learners.

76. (B) Visual impairment
Screen reading software applications convert on-screen digital text into synthesized speech output or tactile Braille displays. These high-tech assistive technology tools enable visually impaired or blind individuals to access digital documents, navigate websites, and operate computers independently, overcoming visual access barriers in educational and professional settings.

77. (A) A facility offering periodic individualized remedial instruction to CWSN.
A resource room in an inclusive school is a specialized learning space where students with special needs receive supplementary individualized instruction, remedial skill training, or assistive technology support for short periods. Students remain enrolled in mainstream classrooms, visiting the resource room periodically to build foundational skills alongside special educators.

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78. (C) Unequal access to out-of-school educational resources and modern digital devices.
Socio-economic diversity creates significant disparities in access to home educational materials, technology, high-speed internet, and private tutoring. This digital and resource divide presents a major structural barrier to equal academic opportunity. Inclusive schools must address these gaps by offering accessible learning resources, technology access, and support directly within classrooms.

modulation, reduce anxiety from sensory overload or under-stimulation, and sustain cognitive focus during learning tasks.

117. (A) Allowing students to naturally use their full linguistic repertoire.
Translanguaging is a pedagogical practice where multilingual students fluidly use their full linguistic repertoire—combining home languages and the school language—to process, construct, and communicate understanding. This approach validates students' linguistic identities, enhances cognitive comprehension, and creates an inclusive environment for learners from diverse language backgrounds.

118. (D) Adjusting content and methods for CWSN without lowering standards.
Curriculum adaptation involves modifying instructional delivery methods, learning materials, and assessment formats to ensure that students with special educational needs access core learning outcomes. Adaptation focuses on providing necessary supports, representations, and accommodations that facilitate meaningful learning, without lowering essential academic expectations or altering key curriculum standards.

119. (B) I, II and III only
Matching assistive technologies with appropriate disability needs is essential for effective educational support. Visual impairments utilize tactile graphics; hearing impairments rely on cochlear implants or hearing aids; and severe speech delays utilize AAC tablets for expressive communication. Wheelchairs support physical locomotor mobility rather than reading conditions like Dyslexia.

120. (C) Providing curriculum enrichment projects within regular class setups.
In an inclusive classroom, academically gifted students should not be forced to wait passively for peers. Educational leaders should guide teachers to implement curriculum enrichment, compacting, and independent research projects. These strategies offer deeper cognitive engagement within general classrooms, satisfying high-ability learning needs while maintaining social inclusion with peers.

121. (D) Unwritten, unintended lessons and values learned in school environments.
The hidden curriculum consists of unwritten, unofficial, and often unintended lessons, values, attitudes, and cultural perspectives that students absorb within educational environments. Expressed through social interactions, teacher behavior, rules, and school culture, the hidden curriculum significantly shapes student views regarding gender equity, diversity, social status, and personal belonging.

122. (A) Ensuring teachers call on boys and girls equally for science answers.
Promoting gender equity within the hidden curriculum requires dismantling unconscious teacher biases and classroom inequalities. Ensuring that male and female students receive equal opportunities to participate, respond to challenging questions, and lead activities models gender fairness. This practice communicates that all students possess equal academic capability across technical and scientific disciplines.

123. (B) Ensuring all children including CWSN achieve foundational literacy by Grade 3.
The NIPUN Bharat Mission aims to ensure that every child achieves foundational literacy and numeracy by the end of Grade 3. Intersecting directly with inclusive education, it mandates that learning environments, materials, and pedagogical methods accommodate all diverse learners, including children with special needs, during foundational learning stages.

124. (B) Samagra Shiksha
Resource rooms in Indian public schools are established under the Samagra Shiksha scheme to support inclusive education. These dedicated facilities offer specialized learning aids, assistive technology, and remedial instruction delivered by resource teachers, enabling students with special needs to build foundational skills while maintaining full placement in mainstream classes.

125. (A) Facilitate collaborative integration of accommodations into lessons.
When conflicts arise regarding Individualized Education Plan execution, school leaders must foster collaborative problem-solving between general and special educators. Principals should guide teachers to seamlessly integrate required accommodations into daily lesson routines,

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offering administrative support and co-teaching options to ensure legal compliance without imposing unsustainable burdens on classroom educators.

126. (C) Provides a detailed analysis of student specific academic strengths and weaknesses.
A diagnostic assessment provides an in-depth analysis of a student's specific academic strengths, skill deficits, and underlying learning challenges. Unlike broad screening tests that briefly flag potential concerns, diagnostic evaluations utilize comprehensive, standardized clinical or educational tools to pinpoint specific learning gaps, informing precise pedagogical interventions and individualized planning.

127. (D) A local regular school offering free, inclusive compulsory education.
Under the Right to Education Act 2009, a neighborhood school for a child with a disability refers to a local general school offering free, accessible, and inclusive compulsory education close to the child's residence. This statutory requirement guarantees equal educational access within community settings, eliminating distance and financial admission barriers.

128. (C) Provide visual representations of concepts to aid cognitive processing.
Graphic organizers, such as concept maps and Venn diagrams, present abstract information visual-spatially. They benefit diverse learners by organizing complex ideas, clarifying relationships, reducing cognitive working memory load, and enhancing retention. Visual structure helps students with learning disabilities, processing challenges, or language differences process and express core academic concepts efficiently.

129. (C) I and III
Individualized Education Plans are legally binding frameworks mandated by national educational policy standards. An IEP includes comprehensive baseline data on current student performance to track growth effectively. However, an IEP is developed specifically when a child's disability significantly affects educational performance, requiring specialized instructional support or formal accommodations in school.

130. (D) Teach key number highlighting and use manipulatives for modeling.
Dyscalculia affects numerical reasoning and spatial understanding of mathematical word problems. A targeted pedagogical strategy involves using concrete manipulatives to model word problem operations physically alongside visual strategies, such as highlighting key numerical information. Multisensory modeling converts abstract text into concrete concepts, enabling effective problem solving for dyscalculic learners.

131. (A) Multiple means of representation
Under Universal Design for Learning, providing closed captions on educational videos illustrates multiple means of representation. Presenting spoken auditory content simultaneously as written text allows students with hearing loss, processing speed difficulties, or second-language learners to access curriculum content through alternative sensory modalities without altering core instructional concepts.

132. (C) The UN Convention on the Rights of Persons with Disabilities (UNCRPD)
The UN Convention on the Rights of Persons with Disabilities heavily incorporates the social model of disability, recognizing that disability results from societal and environmental barriers. Article 24 explicitly mandates inclusive education systems globally, shifting international policy from medical institutionalization toward guaranteeing human rights and accessible educational environments for all.

133. (A) Off-task behavior linked to ADHD or emotional difficulties.
Proximity control is a classroom management technique where a teacher physically moves closer to a student exhibiting off-task, distracted, or disruptive behavior. This non-verbal intervention refocuses attention and encourages self-regulation without interrupting instruction, proving particularly effective for managing students with ADHD or emotional regulation challenges discreetly.

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134. (D) Samagra Shiksha
The Samagra Shiksha scheme subsumed earlier national programs, including Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, and Inclusive Education for Disabled at Secondary Stage (IEDSS). This

unified framework provides comprehensive educational support from pre-school through Grade 12, streamlining resources, infrastructure development, and inclusive provisions across all school levels.

135. (D) A is false but R is true
Inclusive education does not advocate removing special educators. Instead, special educators collaborate with general education teachers through co-teaching, resource room instruction, and strategy consulting. While general educators lead mainstream classrooms, specialized professional assistance remains essential to effectively address the diverse learning, behavioral, and sensory needs of enrolled students.

136. (C) Locomotor Disability
Under the Rights of Persons with Disabilities Act 2016, Cerebral Palsy is legally classified under the broad category of Locomotor Disability. Cerebral Palsy is a neurological condition affecting muscle tone, posture, and motor coordination, which significantly impacts physical movement and body control within educational and daily living environments.

137. (D) Lack of ramps, elevators, and accessible toilets in school buildings.
Environmental barriers refer to physical and structural obstacles within built settings that restrict mobility and access. Inaccessible stairways, narrow doorways, lack of elevators, and non-adapted sanitation facilities represent direct environmental barriers. Removing these structural obstacles ensures that students with physical disabilities navigate educational buildings safely, independently, and equitably.

138. (A) Provides ongoing feedback to adjust teaching for diverse learners.
Formative assessment in inclusive settings delivers continuous diagnostic feedback regarding student progress during instruction. Rather than assigning final grades, it enables teachers to identify learning gaps, evaluate teaching effectiveness, and make real-time pedagogical adjustments. Flexible formative evaluation ensures that instructional approaches adapt dynamically to meet diverse learning needs.

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139. (B) Allow regulatory behavior or redirect to subtle sensory tools.
Self-stimulatory behavior (stimming) in autistic students serves as an involuntary self-regulation mechanism to manage sensory overload or emotional anxiety. Teachers should not punish stimming; instead, they should permit non-disruptive regulatory behaviors or gently offer subtle sensory tools like stress fidgets, allowing the student to regain emotional focus safely.

140. (B) Offering choices like essays, presentations, or dioramas to show learning.
A differentiated product allows students multiple options to demonstrate mastery of learning objectives based on individual strengths and profiles. Offering choices such as writing analytical essays, delivering oral presentations, or creating visual models enables learners to express comprehension effectively without altering core underlying academic learning standards.

141. (A) An assistant supporting a CWSN in class with curriculum access and behavior.
A shadow teacher or learning support assistant works directly alongside a student with special needs in general education classrooms. Their primary role includes adapting instructional tasks, facilitating social interactions, supporting physical mobility, managing behavior, and ensuring active access to the regular curriculum, while working collaboratively under teacher direction.

142. (B) II and III
Identifying gifted learners requires comprehensive multi-dimensional assessment tools beyond standardized IQ tests, including teacher nominations, portfolio evaluations, and behavioral checklists. Giftedness can also coexist with specific learning disabilities, ADHD, or physical impairments, a condition known as twice-exceptionality (2e). Utilizing broad identification strategies ensures that twice-exceptional students are identified accurately.

143. (D) Are identified as gifted who also have a diagnosed disability.
Twice-exceptional (2e) learners are students who possess high intellectual ability, talent, or giftedness while simultaneously having one or more diagnosed disabilities, such as dyslexia, ADHD, or autism spectrum disorder. Educating 2e students requires dual support strategies that

into temporary groups based on specific learning goals, task readiness, interests, or learning styles. Unlike fixed ability tracking, flexible grouping shifts continually across activities, allowing diverse learners to collaborate with peers, access targeted support, and experience varied social interactions.

199. (B) Wait patiently for the student to formulate device responses calmly.
Supporting a student using an Augmentative and Alternative Communication device requires intentional patience and adequate wait time. Formulating responses on speech-generating devices or picture boards takes additional time. Educators should wait patiently without interrupting or completing sentences, validating the student's preferred communication mode and fostering active participation in classroom discussions.

200. (C) Academic/social outcomes for ALL students and removal of access barriers.
Evaluating an inclusive education policy requires assessing academic achievement, social belonging, and structural access for all enrolled students. Successful inclusion is reflected in the removal of physical, pedagogical, and attitudinal barriers, high levels of peer acceptance, and improved learning outcomes, ensuring equitable development for both typical learners and children with special needs.

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while maintaining high levels of intellectual engagement.

153. (D) Deafblindness
Under the Rights of Persons with Disabilities Act 2016, Specific Learning Disability refers to a distinct group of conditions affecting language processing, including Dyslexia, Dysgraphia, and Dyscalculia. Deafblindness is not a learning disability; it is classified separately as a dual sensory impairment affecting both vision and hearing capacity.

154. (A) Facilitating a story session on wheelchair use and accessibility.
Sensitizing primary students toward a classmate using a wheelchair is best achieved through developmentally appropriate activities like guided story sessions and discussions. Age-appropriate stories foster natural empathy, introduce concepts of physical accessibility, and encourage supportive social interactions without intimidating children or focusing excessively on medical details or fear of penalties.

155. (D) A is false but R is true
Evaluating students with special needs should not eliminate formal grading or assessment entirely, as ongoing assessment measures learning growth and curriculum mastery. Instead, inclusive evaluation provides flexible accommodations—such as modified formats or extra time—ensuring fair, valid assessment of individual student progress while maintaining appropriate educational standards.

156. (B) Establishing baseline abilities and curriculum involvement impacts.
The Present Levels of Academic Achievement and Functional Performance statement in an IEP documents a student's current strengths, skill deficits, and functional abilities. Establishing this baseline explains how the student's disability impacts involvement in the general curriculum, providing the foundation for setting measurable annual goals and appropriate accommodations.

157. (A) Samagra Shiksha
Samagra Shiksha is an overarching flagship scheme of the Indian government designed to improve school effectiveness from pre-school to Grade 12. Subsuming SSA, RMSA, and Teacher Education, it provides integrated financial and pedagogical support for inclusive education, accessible infrastructure, teaching resources, and specialized personnel across public school systems.

158. (C) Utilizing local resources and community participation for disability support.
Community-Based Rehabilitation models focus on de-institutionalizing disability support services by actively mobilizing local community resources, family participation, and neighborhood infrastructure. In educational settings, CBR promotes regular school inclusion, trains local support networks, and removes environmental and social barriers, fostering sustainable, culturally relevant social integration and empowerment for all individuals with disabilities.

159. (D) Providing questions via audio format or text-to-speech software tools.
Modifying assessment format involves changing how test items are presented without altering underlying curriculum standards. Providing examination questions through audio recordings or text-to-speech software allows dyslexic students to bypass reading decoding barriers. This format accommodation assesses academic conceptual understanding accurately without being compromised by reading fluency challenges.

160. (D) I, II and III
Supporting learners with mild to moderate hearing loss involves combining acoustic, visual, and instructional accommodations. Sound amplification systems ensure clear audio signals, providing advance written lecture outlines aids visual processing, and keeping the teacher's face well-lit facilitates speech-reading. Together, these complementary strategies optimize classroom learning comprehension effectively.

161. (B) The physical education curriculum mandates cricket for boys and classical dance for girls.
Mandating specific physical activities based on traditional gender lines—such as cricket exclusively for boys and dance for girls—reinforces harmful gender stereotypes. Gender-sensitive school administration requires offering equitable access to all sports and activities for all students, ensuring that individual preferences and abilities dictate participation rather than restrictive gender roles.

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challenge their advanced gifts while providing necessary accommodations for their learning challenges.

144. (C) Deficit perspective
A deficit perspective views student cultural or linguistic differences as inherent shortcomings that must be corrected to conform to dominant school norms. Regarding a child's home language as an obstacle undermines native language competency and cultural identity, contrasting with additive bilingual frameworks that embrace native language skills as cognitive assets.

145. (A) Both A and R are true and R is the correct explanation of A
The National Education Policy 2020 promotes Indian Sign Language across the nation to support deaf and hearing-impaired learners. To implement this recommendation effectively, national and state curriculum materials are systematically developed using standardized ISL. This structural alignment ensures equitable access to educational resources, promoting communication and social inclusion nationwide.

146. (D) Designing products usable by all people without needing special adaptation.
Universal Design originated in architecture as the practice of designing environments and products accessible to everyone without requiring specialized retrofitting or adaptations. Universal features, such as curb ramps and automatic doors, benefit diverse users naturally. Applied to education, this principle advocates creating flexible learning environments that accommodate all learners initially.

147. (A) Providing accessible, inclusive learning environments.
High library shelves restricting wheelchair access and a lack of audiobooks for visually impaired students reflect systemic failures in establishing accessible learning environments. Inclusive school administration requires removing both physical and sensory barriers from all educational facilities, ensuring equal access to information, learning materials, and institutional resources for all students.

148. (C) Leprosy Cured Person
Under the Rights of Persons with Disabilities Act 2016, a Leprosy Cured Person is legally classified under Locomotor Disability. Historical leprosy can cause loss of sensation, physical deformities, and muscular weakness in limbs, impacting movement and coordination. Legal recognition guarantees access to administrative reservations, physical accessibility, and non-discriminatory social entitlements.

149. (A) Use concrete, real-life examples and manipulatives for understanding.
Introducing complex concepts to learners with intellectual disabilities requires concrete, multisensory instructional strategies. Utilizing physical manipulatives, real-life examples, visual models, and step-by-step task breakdown grounds abstract ideas in tangible reality. These pedagogical adaptations reduce cognitive processing demands, facilitating conceptual understanding and practical skill acquisition in inclusive classrooms.

150. (A) I and II
Research confirms that low socio-economic status correlates with reduced academic performance, often caused by unequal access to books, technology, and learning support. Inclusive schools must provide equitable learning materials to bridge these resource gaps. Socio-economic status reflects external environmental conditions rather than determining a child's innate cognitive intelligence.

151. (B) Cooperative learning in heterogeneous groups
Cooperative learning in heterogeneous groups involves pairing students with diverse academic abilities, backgrounds, and learning styles. This strategy promotes peer tutoring, collaborative problem solving, and social integration. Diverse group dynamics allow struggling students to receive peer support while advanced learners reinforce their own understanding through explaining concepts, benefiting all participants.

152. (C) Gifted students allowed to compress already mastered content.
Curriculum compacting is an instructional technique designed specifically for gifted and high-ability learners. It involves assessing students to identify content they have already mastered, streamlining or eliminating redundant instruction, and allocating saved time to advanced, enriched learning projects. This strategy prevents academic boredom

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171. (B) Fostering a school culture where all children feel valued and supported.
Inclusion fundamentally centers on creating a welcoming educational culture where all children, regardless of ability, socio-economic background, or gender, feel valued, respected, and supported. It goes beyond simple physical placement or infrastructure changes, demanding systemic attitudes, pedagogical flexibility, and community belonging that enable every learner to thrive.

172. (B) Cultural bias in the standardized intelligence screening tests being used.
Over-representation of disadvantaged socio-economic groups in special education categories often points to cultural and linguistic bias within standardized diagnostic instruments. Standardized IQ tests may reflect dominant socio-cultural knowledge rather than true innate intelligence. School leaders must review assessment tools for cultural fairness, ensuring non-discriminatory evaluation procedures for all students.

173. (A) Dysgraphia or severe spelling deficits
Word prediction software is an assistive technology tool designed to aid individuals with dysgraphia, physical motor challenges, or severe spelling deficits. As the user types initial letters, the software predicts intended words, reducing keystrokes and manual writing strain while aiding vocabulary selection and sentence construction during written assignments.

174. (C) Experiences unique compounding barriers requiring holistic inclusive school support.
Intersectionality highlights how belonging to multiple marginalized groups—such as being female, having a disability, and coming from a marginalized social caste—creates unique, compounding barriers. Inclusive educational systems must address these intersecting systemic inequities through holistic support structures, ensuring non-discriminatory access, social safety, and equal educational opportunities.

175. (D) A is false but R is true
Differentiated instruction is designed for all learners across the academic spectrum, not exclusively struggling students. Gifted learners require differentiation through curriculum compacting and advanced enrichment tasks to prevent boredom. Without appropriate challenge, standard curricula lead to disengagement among gifted students, making differentiation essential across all ability levels.

176. (C) Neurologically based difficulty with motor planning and physical coordination.
Dyspraxia, also known as Developmental Coordination Disorder, is a neurodevelopmental condition affecting motor planning, physical coordination, and spatial execution. Individuals with dyspraxia struggle with fine and gross motor tasks such as handwriting, tying shoelaces, buttoning clothes, and overall balance, requiring targeted occupational therapy strategies and adaptive motor accommodations in inclusive classrooms.

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177. (B) Touch
Tactile learning refers to acquiring information through the sense of touch. Learners with severe visual impairments or blindness depend heavily on tactile modalities, utilizing raised line graphics, Braille print, textured maps, and three-dimensional models to explore spatial relationships and comprehend abstract educational content effectively without relying on sight.

178. (D) Autism Spectrum Disorder
Echolalia is the repetition or echoing of vocal sounds, phrases, or spoken words produced by others. Commonly observed in children with Autism Spectrum Disorder, echolalia serves various functional communication purposes, including speech processing, emotional self-regulation, or communicative attempts, requiring thoughtful language support strategies from speech therapists and teachers.

179. (A) Autism, Cerebral Palsy, Intellectual and Multiple Disabilities.
The National Trust Act 1999 was specifically enacted by the Government of India to support individuals with four specified conditions: Autism, Cerebral Palsy, Intellectual Disability, and Multiple Disabilities. The National Trust works to empower individuals with these conditions, promote independent living, and provide legal guardianship and welfare measures.

180. (A) I, II, III, IV
Developing an Individualized Education Plan follows a logical, step-by-step sequence: preliminary identification and multidisciplinary

162. (D) Presenting with a combination of two or more specified disabilities.
Under the Rights of Persons with Disabilities Act 2016, Multiple Disabilities refers to the simultaneous presence of two or more specified disabilities in an individual, such as locomotor disability combined with visual impairment. Educating students with multiple disabilities requires specialized, highly individualized pedagogical approaches and comprehensive multi-professional support.

163. (A) Provide specialized support to CWSN while collaborating with teachers.
The primary role of a resource teacher in inclusive schools is providing specialized, individualized instruction to students with special needs and collaborating with general educators. Resource teachers adapt learning materials, design IEP goals, advise on accommodations, and deliver pull-out or push-in remedial support, ensuring CWSN succeed within mainstream classrooms.

164. (C) Learners with ADHD
Executive functioning difficulties involve core deficits in working memory, task organization, cognitive flexibility, time management, and impulse regulation. These cognitive challenges represent primary characteristics of Attention Deficit Hyperactivity Disorder. Teachers support ADHD learners by implementing structured daily routines, broken-down instructional steps, visual task checklists, and explicit time management strategies in inclusive classrooms.

165. (D) A is false but R is true
Providing Braille textbooks to a blind student is an accommodation, not a curriculum modification. Accommodations adjust how learning material is accessed without changing content expectations. Modifications alter what students learn. The distinction accurately identifies that changing presentation media retains expected learning outcomes, whereas modifications reduce or alter core curricular standards.

166. (D) Give students ample expression time in a patient, non-rushed setting.
Supporting students with speech and language disabilities requires creating a patient, emotionally safe classroom atmosphere. Educators should provide generous time for verbal expression without interrupting, completing sentences, or displaying visible impatience. Patient listening significantly reduces anxiety, encourages active oral participation, and builds self-confidence for speech-impaired learners during group classroom activities.

167. (B) The student receives periodic instruction in a resource room part of the day.
The pull-out model of special education involves temporarily withdrawing a student with special needs from the general classroom for targeted remedial instruction, speech therapy, or specialized skill development in a resource room. The student spends the majority of the school day in mainstream classes while receiving specific supplementary support.

168. (C) Integrating diverse cultural perspectives into daily instructional practice.
Culturally relevant pedagogy involves continuously integrating diverse cultural perspectives, histories, and student backgrounds into daily classroom instruction. Rather than restricting diversity to isolated celebrations, culturally relevant teachers use culturally familiar context examples and materials, validating students' lived identities while enhancing critical thinking and academic engagement across all subjects.

169. (D) A plan based on functional assessment teaching positive replacement behaviors.
A Behavior Intervention Plan is an individualized support document developed from a formal Functional Behavior Assessment. Rather than employing punitive disciplinary actions, a BIP identifies the underlying environmental causes of challenging behaviors and outlines proactive strategies, environmental modifications, and positive replacement behaviors to help students develop constructive, self-regulatory skills in school.

170. (A) I, II and IV
Effective instructional strategies align with specific disability needs: intellectual disabilities benefit from task analysis; autism requires visual schedules and routines; and visual impairments need tactile graphics and audio materials. Prolonged lectures and forced immobility exacerbate ADHD symptoms rather than supporting learning, making that combination inappropriate for inclusive teaching.

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difficulty with abstract mathematical tasks, such as comprehending fraction concepts, interpreting analog clock faces, performing mental arithmetic calculations, and processing sequential numerical information accurately in everyday classroom settings.

190. (B) II and III
Parents are essential partners within multidisciplinary teams, contributing critical insight regarding their child's developmental background, home behavior, and individual strengths during IEP formulation. Active parental involvement, combined with community sensitization, ensures collaborative educational planning and fosters an inclusive environment that supports student learning both in school and at home.

191. (D) Provide controlled equipment to aid student sensory de-escalation needs.
A sensory room is a specially equipped environment designed to help students with sensory processing challenges, autism, or emotional dysregulation manage sensory stimulation. Outfitted with soothing visual, tactile, and auditory tools, sensory rooms enable students to de-escalate anxiety, organize sensory input, and restore emotional balance before returning to general classrooms.

192. (C) Offering deeper subject learning experiences beyond standard core curriculum.
Enrichment for gifted learners involves broadening and deepening the standard curriculum without necessarily advancing to higher grade levels. It provides opportunities for complex problem solving, independent research, creative projects, and critical thinking exercises that extend core concepts, ensuring that high-ability students remain cognitively challenged and intrinsically motivated in school.

193. (B) Combined sensory loss creates needs unsuited for deaf-only or blind-only setup.
Deafblindness is a distinct multi-sensory impairment combining visual and auditory loss. This unique combination severely restricts communication, environmental orientation, and information access in ways that single-sensory programs cannot address. Educating deafblind learners requires specialized tactile communication systems, trained intervenors, and multi-sensory environmental adaptations specifically tailored to dual sensory loss.

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194. (D) Installing tactile ground studs and contrasting colors on stair step edges.
Ensuring stairway safety for visually impaired individuals requires installing tactile ground indicators at stair approaches and high-contrast warning strips along step edges. These tactile and visual features alert individuals with low vision or blindness to elevation changes, facilitating independent, safe physical navigation within school buildings in compliance with accessibility guidelines.

195. (D) A is false but R is true
Gender-sensitive pedagogy does not treat male and female students as fundamentally different intellectual entities. Cognitive abilities in logic, mathematics, and empathy are not inherently dictated by gender. Gender-sensitive teaching aims to dismantle traditional gender stereotypes, offering equal learning opportunities and challenging biased assumptions regarding innate academic capabilities across all disciplines.

196. (C) Encouraging school enrollment and retention for girls with disabilities.
The student stipend component for girls with disabilities under Samagra Shiksha aims to address compound social disadvantages stemming from gender and disability. Providing targeted financial support reduces economic barriers, encourages school enrollment, improves attendance, and prevents dropouts, promoting educational equity and retention for disabled female students in public schools.

197. (A) Supports working memory and retrieval using structured acronyms or rhymes.
Mnemonics are memory-enhancing strategies that use structured acronyms, visual imagery, or rhythmic rhymes to link new information to prior knowledge. For students with learning disabilities who experience working memory constraints, mnemonics simplify cognitive organization, aiding information encoding, storage, and rapid retrieval during academic tasks across various subject areas.

198. (D) Dynamically regrouping students based on task readiness and interests.
Flexible grouping is an instructional practice where teachers dynamically organize students

assessment establish baseline performance; setting measurable annual goals and objectives follows; selecting specialized education services, related supports, and accommodations comes next; and systematic review and periodic evaluation complete the ongoing educational planning cycle.

181. (A) The scribe writes only dictated answers without offering explanations.
The fundamental ethical and legal mandate for exam scribes is to record dictated answers verbatim, without explaining questions, offering hints, or correcting candidate responses. Scribes provide physical writing assistance to ensure equal access, maintaining strict examination integrity so test results reflect the candidate's independent knowledge and academic ability.

182. (D) An Eye-Gaze communication system.
Eye-Gaze communication systems represent high-tech assistive technology tools utilizing advanced infrared cameras and specialized software to track eye movements. These systems enable individuals with severe physical or speech impairments, such as advanced cerebral palsy, to operate computers, select screen symbols, and generate speech output using eye movements.

183. (B) Learners with ADHD and processing speed difficulties.
Guided notes provide pre-structured lecture outlines containing missing key phrases, helping students follow instruction without being overwhelmed by rapid manual note-taking. This strategy significantly benefits learners with ADHD, working memory constraints, or slow processing speed by reducing cognitive fatigue, organizing essential information, and maintaining active listening focus during classroom instruction.

184. (C) 40%
Under the Rights of Persons with Disabilities Act 2016, a benchmark disability is legally defined as a certified condition where a person possesses not less than forty percent of a specified disability. This official certification by authorized medical boards grants eligibility for statutory reservations, educational schemes, and government welfare benefits.

185. (D) A is false but R is true
Universal Design for Learning is not restricted to special education settings; it is designed primarily for general education classrooms to address learner variability proactively. By integrating flexible instructional representations, expression options, and engagement strategies, UDL principles create inclusive learning environments that accommodate diverse cognitive, sensory, and affective needs across all student populations.

186. (A) Flexible attendance, extended assignment deadlines, and guidance support.
Mental illness is recognized as a specified disability under the RPwD Act 2016. In educational settings, students experiencing conditions like clinical depression require non-structural, psychosocial accommodations, such as flexible class attendance policies, extended assignment submission deadlines, access to quiet spaces, and ongoing emotional counseling support from mental health professionals.

187. (B) Utilizing rigid single-format summative tests to guarantee equal conditions.
Inclusive assessment relies on flexibility, continuous evaluation, and individualized feedback to measure learning progress accurately. Utilizing rigid, single-format summative tests disadvantages students with diverse sensory, cognitive, or motor capabilities. True inclusive evaluation incorporates varied assessment methods and accommodations, ensuring that testing formats do not obscure actual student understanding.

188. (B) Restorative practices and positive behavioral intervention supports (PBIS).
Managing severe behavioral challenges in inclusive schools requires shifting from punitive discipline toward Positive Behavioral Interventions and Supports (PBIS) and restorative practices. PBIS focuses on understanding behavior triggers, teaching prosocial replacement skills, and modifying environmental antecedents, fostering a safe and supportive school climate that keeps students engaged in learning.

189. (A) Understanding fraction concepts and telling analog time.
Dyscalculia is a specific learning disability that impairs numerical processing, spatial visual estimation, and mathematical reasoning. Students with dyscalculia experience significant

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CHAPTER 08
Motivation and Classroom Psychology

1. Which of the following best defines the psychological concept of motivation in the context of educational learning?
(A) The cognitive ability of a student to retain and recall complex information during examinations.
(B) The internal process that initiates, guides, and maintains goal-oriented learning behaviours.
(C) The external regulatory framework imposed by a teacher to maintain discipline in the classroom.
(D) The genetic predisposition of a learner to excel in specific academic subjects.

2. In educational psychology, the "drive-reduction theory" of motivation suggests that learning is primarily driven by:
(A) The expectation of receiving a tangible external reward or praise from the classroom teacher.
(B) The innate human desire for personal growth, self-actualisation, and moral development.
(C) The continuous influence of peer group dynamics and social interactions on personal behaviour.
(D) The need to satisfy a physiological or psychological deficit to restore homeostasis.

3. Which of the following statements correctly identifies the importance of motivation in the pedagogical process?
(A) Motivation directs behaviour toward specific goals and increases time on task.
(B) Highly motivated students require strict authoritarian control to channel their energy.
(C) Motivation acts as a substitute for cognitive aptitude in complex problem-solving.
(D) Extrinsic motivation is universally superior to intrinsic motivation for long-term retention.

4. All of the following are recognized functions of motivation in student learning EXCEPT:
(A) Enhancing cognitive processing and conceptual understanding.
(B) Directing attention toward relevant academic stimuli.
(C) Determining the specific socio-economic status of the learner.
(D) Elevating the level of effort and persistence in challenging tasks.

5. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Motivation is a prerequisite for meaningful learning to occur in a classroom environment.
Reason (R): Motivation ensures that learners are cognitively engaged and willing to construct knowledge actively.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. Identify the correct pair regarding theoretical approaches to motivation in learning:
(A) Behavioural approach — Focuses on self-actualisation and personal growth.
(B) Humanistic approach — Focuses on positive and negative reinforcement.
(C) Sociocultural approach — Emphasizes biological drives and instincts.
(D) Cognitive approach — Emphasizes beliefs, attributions, and expectations.

7. According to Abraham Maslow's hierarchy of needs, which of the following must be satisfied before a student can be expected to demonstrate strong motivation for cognitive learning (e.g., understanding mathematical concepts)?
(A) Aesthetic and cognitive exploration needs
(B) Physiological and safety needs
(C) Self-actualisation and personal growth needs
(D) Transcendence and spiritual needs

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(A) The books available in the school library were far too difficult for student reading levels.
(B) The external reward undermined students' intrinsic motivation to read.
(C) The students rapidly developed a highly internal locus of control regarding academic tasks.
(D) The pizza coupons functioned as a form of negative reinforcement in the classroom setting.

39. Which of the following is a potential negative impact of using high-stakes tangible rewards to motivate complex problem-solving tasks?
(A) It systematically encourages deep conceptual processing and critical analytical thinking skills.
(B) It shifts focus to the reward, reducing creativity and risk-taking.
(C) It significantly increases the likelihood of long-term memory retention and conceptual transfer.
(D) It inherently builds and reinforces a student's personal self-efficacy and academic identity.

40. Read the following scenario and answer the question:
A teacher introduces a system where students receive a star on a public chart for every math worksheet completed perfectly. Over time, the teacher notices that students are choosing the easiest worksheets just to get the stars and are avoiding the challenging ones.
What does this scenario illustrate about the use of rewards?
(A) Extrinsic rewards always lead to an immediate increase in student desire for cognitive challenge.
(B) Performance-contingent rewards can foster risk aversion and preference for easy tasks.
(C) Public recognition charts represent the most effective method to foster long-term intrinsic motivation.
(D) The implementation of a token economy systematically promotes mastery-oriented deep learning.

41. Which of the following conditions makes the use of extrinsic rewards LEAST harmful to intrinsic motivation?
(A) When the external reward is fully expected, tangible, and delivered immediately after the behavior.
(B) When the external reward is given merely for participating in or completing a routine activity.
(C) When the reward provides unexpected, positive, informational feedback on competence.
(D) When the external reward is explicitly used to manipulate and control student behavior forcefully.

42. What is the most appropriate way for a school administrator to advise teachers on the use of verbal praise as a reward?
(A) Praise should always be global, generic, and focused on personality traits, such as "You are very smart."
(B) Praise should be given continuously for every minor routine action to ensure high student self-esteem.
(C) Praise should be specific, sincere, and focused on effort and strategy rather than innate ability.
(D) Verbal praise should be avoided entirely in school environments because it functions as an extrinsic reward.

43. Which of the following statements about 'Task-contingent rewards' and 'Performance-contingent rewards' is correct?
(A) Task-contingent rewards are given exclusively for exceptional performance quality, regardless of task completion.
(B) Performance-contingent rewards depend on performance quality, providing competence feedback.
(C) Both task-contingent and performance-contingent rewards always decrease extrinsic motivation over time.
(D) Task-contingent rewards are universally recognized as superior for building long-term intrinsic motivation.

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44. In behavioral psychology, a reward that satisfies a basic biological need (like food or water) is known as a:
(A) Secondary reinforcer
(B) Primary reinforcer
(C) Generalized reinforcer
(D) Negative reinforcer

45. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Offering a certificate for perfect

(B) He will immediately shift from a cognitive learning approach to a humanistic learning approach.
(C) His internal locus of control will permanently shift to an external locus of control.
(D) His intrinsic motivation may decrease due to the overjustification effect.

16. In the context of intrinsic motivation, the concept of 'Flow', proposed by Mihaly Csikszentmihalyi, occurs when:
(A) A learning task is extremely easy, routine, and requires minimal cognitive effort from the student.
(B) A learning task is overwhelmingly difficult and complex, causing high anxiety and cognitive overload.
(C) There is an optimal balance between the student's skill level and task challenge.
(D) The student is explicitly promised a highly significant external reward upon task completion.

17. Which of the following teacher actions is LEAST likely to promote intrinsic motivation among learners?
(A) Providing detailed, constructive, and informational feedback on all major assignments.
(B) Displaying a public ranking chart of students based on their weekly test scores.
(C) Allowing students to freely choose their project topics from a comprehensive given list.
(D) Consistently connecting abstract lesson content directly to students' personal interests.

18. Cognitive Evaluation Theory suggests that events which increase a student's sense of competence and self-determination will:
(A) Decrease intrinsic motivation.
(B) Have no effect on motivation.
(C) Transform intrinsic motivation into extrinsic motivation.
(D) Enhance intrinsic motivation.

19. Extrinsic motivation is best defined as:
(A) Engaging in a behaviour to earn a reward or avoid a punishment.
(B) Engaging in a behaviour for the inherent satisfaction of the activity itself.
(C) The innate biological drive to seek cognitive equilibrium.
(D) The unconscious desire to fulfill physiological needs.

20. Consider the following examples:
I. Studying hard to secure a scholarship.
II. Reading a novel for personal enjoyment.
III. Completing homework to avoid detention.
IV. Participating in a debate because of a deep interest in the topic.
Which of the above are examples of extrinsic motivation?
(A) I and III only
(B) II and IV only
(C) I, II, and III only
(D) I, III, and IV only

21. A school implements a 'Token Economy' system where students earn tokens for completing assignments, which they can later exchange for school supplies. This administrative intervention is based on:
(A) Classical conditioning and emotional response associations
(B) Social constructivism and peer-mediated learning theories
(C) Extrinsic motivation and operant conditioning principles
(D) Information processing theory and cognitive memory structures

22. All of the following are typical examples of extrinsic motivators used in schools EXCEPT:
(A) Formal certificates of merit and official achievement awards
(B) Verbal praise and public recognition from the Head of the Institution
(C) Pervasive fear of failing an upcoming standardized examination
(D) A student's internal sense of mastery over a complex skill

23. Which of the following statements correctly describes the relationship between extrinsic and intrinsic motivation?
(A) Extrinsic motivation always destroys existing intrinsic motivation across all educational contexts.
(B) Extrinsic motivation can help initiate engagement in tasks lacking initial inherent interest.
(C) Intrinsic motivation can only exist and flourish in the complete absence of any extrinsic rewards.
(D) Extrinsic and intrinsic motivation rely

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on identical cognitive and physiological mechanisms.

24. A Principal notes that students in a remedial mathematics class lack any interest in the subject. The Principal advises the teacher to introduce a point system for task completion to build initial momentum. In this scenario, extrinsic motivation is being used primarily for:
(A) Long-term conceptual restructuring
(B) Scaffolding behavioral engagement in uninteresting tasks
(C) Eliminating the need for pedagogical differentiation
(D) Developing the students' innate mathematical aptitude

25. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Over-reliance on extrinsic rewards for academic tasks can sometimes reduce a student's natural interest in those tasks.
Reason (R): Tangible rewards can shift the student's perceived locus of causality from internal to external.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. According to the continuum of motivation in Self-Determination Theory, 'Introjected Regulation' is a form of extrinsic motivation where the behaviour is driven by:
(A) Purely external rewards or immediate physical punishments from authority figures.
(B) Internal pressures such as guilt, anxiety, or contingent self-esteem.
(C) Conscious, personal valuing and acceptance of the task's utility or importance.
(D) Inherent, natural enjoyment and satisfaction derived directly from the activity.

27. What is the most appropriate approach for a teacher utilizing extrinsic rewards in a classroom?
(A) Use large, highly valuable rewards frequently to ensure continuous compliance.
(B) Use rewards primarily for controlling student behaviour rather than acknowledging competence.
(C) Phase out tangible rewards gradually as students develop competence and intrinsic interest.
(D) Offer rewards only to the top-performing student to foster intense competition.

28. Which of the following strategies is most effective in building intrinsic motivation among middle school students?
(A) Systematically maximizing the strategic use of competitive, norm-referenced grading scales across all subjects.
(B) Continuously providing non-contingent, unearned verbal praise to artificially elevate student self-esteem.
(C) Fostering a mastery-oriented classroom where mistakes are normalized as learning opportunities.
(D) Meticulously dictating every single step of a learning project to completely prevent student errors.

29. Which of the following is NOT a recognized strategy to cultivate intrinsic motivation?
(A) Systematically promoting student autonomy, agency, and personal choice in assignments.
(B) Establishing clear, achievable, and personally meaningful academic learning goals.
(C) Utilizing the threat of low grades to enforce studying.
(D) Designing classroom tasks that incorporate moderate cognitive challenge, novelty, and curiosity.

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30. Consider the following strategies for building intrinsic motivation:
I. Incorporating project-based learning that solves real-world problems.
II. Allowing students to co-create classroom rules.
III. Utilizing standardized, high-stakes testing weekly to maintain pressure.
Which of the above are effective strategies?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

31. Identify the correct pair regarding motivational strategies and their underlying psychological principles:
(A) Inquiry-based learning — Fosters extrinsic motivation by encouraging complete dependency on teacher guidance.
(B) Gamification of learning — Fosters intrinsic

motivation by leveraging curiosity and incremental challenge.
(C) Rote memorization — Fosters intrinsic motivation by providing high levels of student autonomy and creative expression.
(D) Public reprimands — Fosters intrinsic motivation by systematically building emotional resilience and discipline.

32. A teacher wants to build intrinsic motivation in a diverse classroom. Instead of giving a single standard assignment, the teacher provides a 'choice board' where students can choose to write an essay, create a presentation, or build a model to demonstrate their understanding of a topic. This strategy primarily leverages the psychological need for:
(A) Affiliation
(B) Autonomy
(C) Safety
(D) Extrinsic reinforcement

33. Identify the INCORRECT pair regarding classroom practices and their impact on intrinsic motivation:
(A) Emphasizing normative comparisons (grading on a curve) — Increases intrinsic motivation.
(B) Providing informational feedback — Increases intrinsic motivation.
(C) Encouraging collaborative group work — Increases intrinsic motivation through relatedness.
(D) Matching task difficulty to student skill — Increases intrinsic motivation by inducing flow.

34. If intrinsic motivation is fundamentally driven by a learner's internal curiosity and desire for competence, which pedagogical approach aligns best with sustaining it?
(A) Teacher-centric direct instruction focused on systematic content coverage across all subjects.
(B) Constructivist pedagogy emphasizing active learning, exploration, and discovery.
(C) Strict behavioral conditioning utilizing continuous schedules of reinforcement and punishment.
(D) Summative assessment-driven pedagogy centered entirely on standardized examination outcomes.

35. Read the following scenario and answer the question:
Ms. Sharma notices her Class VIII students are disengaged during literature classes. To build intrinsic motivation, she decides to implement 'Literature Circles' where students select their own books from a curated list, assign roles to themselves within their groups, and lead their own discussions.
What psychological mechanism is Ms. Sharma primarily activating to enhance engagement?
(A) The Pygmalion effect and teacher expectancy dynamics
(B) Internal locus of control and self-determination
(C) Negative reinforcement and escape conditioning mechanisms
(D) The overjustification effect resulting from external rewards

36. In designing lessons to build intrinsic motivation, 'cognitive conflict' or 'disequilibrium' can be introduced by:
(A) Giving students complex academic tasks that are far beyond their current cognitive capacity.
(B) Presenting a paradoxical phenomenon that contradicts students' current understanding.
(C) Intentionally creating interpersonal socio-emotional conflict between peers during group work.
(D) Providing highly structured, step-by-step, heavily guided instructions for every task.

37. The 'Overjustification Effect' in educational psychology refers to a situation where:
(A) A student rationalizes their academic failure by placing sole blame on the classroom teacher.
(B) An external reward for an interesting task decreases intrinsic motivation.
(C) A teacher excessively praises a student, directly leading to sustained high academic performance.
(D) Students over-prepare for a high-stakes exam due to experiencing severe performance anxiety.

38. A school Principal observes that reading habits have declined after the school discontinued the 'Read and Earn' program, which gave students a free pizza coupon for every five books read. According to psychological theory, this decline is most likely because:

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8. If a school Principal observes a general lack of motivation across multiple classrooms, which of the following is the most likely systemic cause?
(A) The curriculum is perfectly aligned with all students' current cognitive and developmental levels.
(B) Teachers are consistently over-utilizing differentiated instruction methods across all grade levels.
(C) The school climate lacks psychological safety and supportive teacher-student relationships.
(D) The school is utilizing formative assessments far too frequently in daily classroom instruction.

9. A student consistently completes extra reading assignments because they find the subject matter genuinely fascinating, without expecting any extra credit. This behaviour is an example of:
(A) Operant conditioning
(B) Extrinsic motivation
(C) Negative reinforcement
(D) Intrinsic motivation

10. Consider the following statements regarding intrinsic motivation:
I. It is driven by internal rewards, such as personal satisfaction and curiosity.
II. It is highly dependent on the continuous provision of tangible rewards.
III. It generally leads to higher conceptual learning and deeper cognitive processing.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

11. According to Self-Determination Theory (Deci and Ryan), intrinsic motivation is optimally fostered when three innate psychological needs are met. These needs are:
(A) Needs for Power, Social Affiliation, and Personal Achievement
(B) Needs for Autonomy, Competence, and Relatedness
(C) Physiological Needs, Safety Needs, and Esteem Needs
(D) Needs for Attention, Retention, and Motor Reproduction

12. Which of the following statements regarding intrinsic motivation is INCORRECT?
(A) It encourages students to tackle challenging academic tasks specifically for the sake of mastery.
(B) It diminishes when students are given excessive autonomy in their learning choices.
(C) It significantly promotes the long-term retention and application of subject matter.
(D) It is characterized by a state of 'flow' when skill level matches task difficulty.

13. Which of the following represents the most appropriate example of intrinsic motivation in a classroom setting?
(A) A student solves complex puzzles during free time purely for the enjoyment of problem-solving.
(B) A student participates in a science fair primarily to win a substantial cash prize from the school board.
(C) A student studies diligently every night to avoid being reprimanded by stern parents and teachers.
(D) A student volunteers to clean the chalkboard every day to receive a 'Star of the Week' badge.

14. A Principal advises teachers to relate abstract scientific concepts to everyday phenomena that students experience in their communities. This pedagogical strategy primarily aims to boost:
(A) Strict compliance with institutional disciplinary rules
(B) Extrinsic motivation driven through community expectations and social pressure
(C) Intrinsic motivation by increasing subject relevance and curiosity
(D) Standardized test performance through structured rote memorization drills

15. Read the following scenario and answer the question:
Rohan, a Grade IX student, demonstrates an intense passion for history. He frequently visits the library to read historical journals that are not part of his regular curriculum. He does not share this knowledge in class to gain marks but simply enjoys discovering new facts. However, his teacher recently announced that all extra reading will now be graded, and a strict weekly quota of reading pages will be enforced for marks.
What is the most likely psychological consequence of the teacher's new policy on Rohan?
(A) His intrinsic motivation will increase significantly due to the added academic structure and clear expectations.

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attendance can be an effective administrative strategy to reduce absenteeism.
Reason (R): Attendance is a discrete, measurable behavior where extrinsic reinforcement does not typically undermine intrinsic cognitive processes.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

46. The Premack Principle, often used as a reward strategy in classrooms, is defined as:
(A) Using a preferred activity to reinforce a less preferred activity.
(B) Punishing a student immediately following the occurrence of an undesirable or disruptive behavior.
(C) Providing a tangible or social reward to a student before a target academic task is even started.
(D) Removing an unpleasant or aversive stimulus from the environment to increase a desired behavior.

47. In the context of goal-setting for student motivation, 'Mastery Goals' (or Learning Goals) focus on:
(A) Outperforming peers in examinations and demonstrating superior intellectual ability to others.
(B) Avoiding public failure, negative evaluations, and the external appearance of incompetence.
(C) Improving competence, understanding material, and developing new skills.
(D) Securing immediate extrinsic rewards, high grades, and continuous teacher approval.

48. A teacher helps a struggling student set a goal: "I will correctly solve 8 out of 10 algebra problems on my own by Friday." This is an application of which goal-setting framework?
(A) Unstructured, open-ended, and informal classroom goal-setting strategies
(B) SMART goal setting (Specific, Measurable, Achievable, Time-bound)
(C) Performance-avoidance goal-setting frameworks focused on error reduction
(D) Traditional, teacher-imposed rote goal-setting administrative models

49. Which of the following represents the correct sequence of steps in an effective student goal-setting process?
(A) Setting the goal → Evaluating performance → Formulating a plan → Self-monitoring
(B) Setting the goal → Formulating a plan → Self-monitoring → Evaluating performance
(C) Evaluating performance → Self-monitoring → Setting the goal → Formulating a plan
(D) Formulating a plan → Setting the goal → Evaluating performance → Self-monitoring

50. Consider the following statements regarding the impact of goal-setting on student motivation:
I. Goals focus attention and direct effort toward task-relevant activities.
II. Extremely difficult, unattainable goals produce the highest levels of motivation.
III. Proximal (short-term) goals are generally more effective for motivation than distal (long-term) goals alone.
Which of the statements are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

51. Identify the correct pair of goal orientation and its typical student behavior:
(A) Mastery-approach goal — Seeking deep understanding and embracing challenge.
(B) Performance-approach goal — Avoiding challenging academic tasks entirely to prevent looking foolish in front of peers.
(C) Mastery-avoidance goal — Striving relentlessly to be recognized as the absolute best student in the entire class.
(D) Performance-avoidance goal — Seeking continuous incremental personal improvement over past academic performance.

52. Which of the following statements about goal-setting in educational psychology is INCORRECT?
(A) Student participation in setting their own personal academic goals enhances overall goal commitment.
(B) Vague goals like "do your best" motivate better than specific goals.
(C) Goal-setting strategies are most effective when systematically accompanied by regular performance feedback.
(D) A strong classroom focus on mastery goals fosters high intrinsic motivation and

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emotional resilience.

53. An adolescent student sets a goal to "not get the lowest score in the upcoming science test." This represents which type of goal orientation?
(A) Mastery-approach goal orientation
(B) Performance-approach goal orientation
(C) Mastery-avoidance goal orientation
(D) Performance-avoidance

54. If a Principal mandates that all teachers explicitly teach goal-setting strategies at the beginning of the academic year, the primary psychological rationale is to:
(A) Ensure the school management has data for teacher appraisals.
(B) Shift students' locus of control from internal to external.
(C) Promote self-regulated learning and student agency.
(D) Eliminate the need for formative assessments.

55. Read the following scenario and answer the question:
Kavita, a Class X student, sets a goal to score 95% in her final board exams. However, she struggles with the daily study routine and often procrastinates, feeling overwhelmed by the massive target.
What is the best pedagogical advice a teacher can give Kavita based on goal-setting theory?
(A) Completely abandon the current academic goal and accept a significantly lower target.
(B) Change the overarching goal from a performance goal directly to a performance-avoidance goal.
(C) Break the distal goal into daily proximal goals (e.g., one chapter daily).
(D) Focus solely on securing extrinsic rewards and tangible incentives to push through procrastination.

56. The concept of 'Self-Efficacy' in educational psychology was primarily developed by:
(A) Burrhus Frederic Skinner
(B) Albert Bandura
(C) Jean Piaget
(D) Lev Vygotsky

57. According to Albert Bandura, which of the following is the most influential source of a student's self-efficacy?
(A) Verbal persuasion (e.g., a teacher saying "You can do it")
(B) Vicarious experiences (e.g., seeing a peer succeed)
(C) Mastery experiences (e.g., past personal successes)
(D) Physiological arousal (e.g., feeling nervous before a test)

58. Self-efficacy is best defined as:
(A) A generalized, stable sense of personal self-worth or global self-esteem across situations.
(B) Belief in one's capability to execute actions required to manage prospective situations.
(C) The objective, standardized measurement of a student's innate cognitive intelligence quotient.
(D) The psychological belief that personal academic outcomes are determined entirely by fate or luck.

59. A student watches a classmate with similar ability successfully solve a difficult physics problem on the board. The student then feels more confident that they can also solve the problem. This is an example of building self-efficacy through:
(A) Direct personal mastery experience
(B) Vicarious experience (Modeling)
(C) Persuasive verbal reinforcement
(D) Physiological and emotional state

60. Consider the following statements about students with high self-efficacy:
I. They view challenging problems as tasks to be mastered.
II. They develop a deeper interest in the activities in which they participate.
III. They recover quickly from setbacks and disappointments.
IV. They give up quickly when faced with obstacles.
Which of the statements are TRUE?
(A) I, II and IV only
(B) II, III and IV only
(C) I, II and III only
(D) I, III and IV only

61. Which of the following teacher actions would negatively impact a student's self-efficacy?
(A) Systematically breaking complex academic tasks into smaller, highly manageable learning steps.
(B) Unfavorably comparing the student's performance to the top class performer.
(C) Continuously providing specific, actionable feedback on how to effectively improve

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learning strategies.
(D) Consistently reminding the student of their prior successful performances on similar academic tasks.

62. Which of the following accurately distinguishes between self-esteem and self-efficacy?
(A) Self-esteem represents a highly task-specific judgment, whereas self-efficacy is a general feeling of global self-worth.
(B) Self-efficacy is a task-specific capability judgment; self-esteem is overall self-worth.
(C) Both terms are completely synonymous and are used interchangeably across modern educational psychology literature.
(D) Self-esteem is entirely learned through social reinforcement, whereas self-efficacy is a genetic, innate trait.

63. What is the most appropriate strategy for a teacher to enhance the self-efficacy of a student who experiences high anxiety during mathematics assessments?
(A) Permanently exempting the student from participating in all future mathematics assessments and quizzes.
(B) Teaching relaxation techniques for physiological arousal with incremental success tasks.
(C) Explicitly threatening the student with grade retention if they do not pass the upcoming mathematics test.
(D) Telling the student that mathematics performance requires a natural genius that cannot be taught or learned.

64. A student with low self-efficacy in writing essays is assigned a 10-page paper. The most likely immediate cause-effect outcome is that the student will:
(A) Display high persistence and spend extra hours researching.
(B) Experience high motivation due to the challenge.
(C) Engage in task-avoidance behaviors or procrastination.
(D) Automatically seek out peer tutoring.

65. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): According to Social Learning Theory, students can learn complex behaviors simply by observing a model, without immediate external reinforcement.
Reason (R): Learning is a purely behavioral process dependent entirely on classical conditioning mechanisms.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

66. According to Bandura's Social Learning Theory, what is the correct sequence of the four mediational processes involved in observational learning?
(A) Motivation, Retention, Reproduction, Attention
(B) Attention, Retention, Reproduction, Motivation
(C) Retention, Attention, Motivation, Reproduction
(D) Reproduction, Attention, Retention, Motivation

67. Bandura's famous Bobo doll experiment primarily demonstrated that:
(A) Children are innately and universally aggressive regardless of their surrounding social environment.
(B) Children learn and imitate aggressive behaviors observed in adult models.
(C) Aggressiveness can only ever be acquired through direct, personal experience of physical punishment.
(D) Tangible extrinsic rewards are strictly necessary for any observational learning process to occur.

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68. A Principal implements a 'Peer Mentoring' program where senior students demonstrating exemplary discipline and academic habits are paired with junior students. Which concept of Social Learning Theory is the Principal applying?
(A) Systematic desensitization and exposure therapy
(B) Operant conditioning and contingency management
(C) Observational learning and peer modeling
(D) Classical conditioning and stimulus substitution

69. Identify the INCORRECT pair regarding Bandura's observational learning processes:
(A) Attention — The learner must actively focus

on the model's key behavioral characteristics and actions.
(B) Retention — The learner must cognitively store and encode the observed behavior in long-term memory.
(C) Reproduction — The learner must physically or cognitively be capable of performing the observed behavior.
(D) Motivation — The learner must receive a biological reward to reproduce behavior.

70. Consider the following statements regarding Social Learning Theory in the classroom:
I. Teachers act as powerful role models whose attitudes and behaviors are imitated by students.
II. Seeing a peer praised for a behavior increases the likelihood that an observing student will perform the same behavior (Vicarious reinforcement).
III. Learning can only manifest immediately; it cannot be stored for later reproduction.
Which of the above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

71. Reciprocal Determinism, a key concept in Bandura's theory, posits that human behavior is determined by the continuous and dynamic interaction of three factors. These are:
(A) Freudian Id, Ego, and Superego personality structures
(B) Cognitive/Personal factors, Behavior, and Environmental influences
(C) Past experiences, Present conditions, and Future developmental expectations
(D) Positive Reinforcers, Punishments, and Neutral environmental stimuli

72. In the context of Social Learning Theory, 'vicarious punishment' occurs when:
(A) A student is directly and physically punished by the classroom teacher in front of peers.
(B) Observing a peer reprimanded for a behavior and subsequently avoiding it.
(C) A student is ostracized or punished by their immediate peer group for violating social norms.
(D) A student internally punishes themselves emotionally for failing to achieve a personal target.

73. Which of the following is NOT a characteristic of an effective model in observational learning?
(A) The model is consistently perceived by observers as highly competent, powerful, and prestigious.
(B) The model is perceived as completely unrelatable and highly dissimilar to the observer.
(C) The model's demonstrated behavior consistently results in a positive, valued, and desirable outcome.
(D) The model demonstrates clear functional behavior directly relevant to the observer's situation.

74. The concept of "Locus of Control" in psychology was formulated by:
(A) Julian Rotter
(B) B.F. Skinner
(C) Carl Rogers
(D) Howard Gardner

75. Read the following scenario and answer the question:
After receiving a failing grade on a physics unit test, Aman states, "The test was totally unfair, the teacher didn't teach us properly, and the room was too noisy. There was nothing I could do."
This statement strongly indicates that Aman has:
(A) An internal locus of control
(B) An external locus of control
(C) High achievement motivation
(D) High self-efficacy

76. A student with a high 'Internal Locus of Control' is most likely to believe that:
(A) Their overall academic success or failure is determined almost entirely by luck, chance, or fate.
(B) Performance results directly from personal effort, study habits, and abilities.
(C) The objective difficulty of the assigned task dictates the outcome, regardless of personal effort.
(D) Systematic teacher bias and favoritism represent the primary determinants of their final grades.

77. Which of the following pedagogical strategies is most effective for helping students develop a more internal locus of control?
(A) Making examinations extremely difficult so students realize they cannot influence

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outcomes.
(B) Helping students set goals, plan strategies, and track effort impact on grades.
(C) Consistently attributing student academic success solely to innate intelligence rather than effort.
(D) Frequently blaming systemic educational issues for poor overall classroom academic performance.

78. Which statement correctly describes the typical relationship between locus of control and academic achievement?
(A) Students possessing an external locus of control generally achieve higher long-term academic results.
(B) Internal locus of control correlates with higher achievement and coping skills.
(C) Locus of control orientation exhibits absolutely no statistically significant correlation with motivation.
(D) Developing an internal locus of control directly causes high anxiety and low performance in adolescents.

79. All of the following behaviors are typical of a learner with an internal locus of control EXCEPT:
(A) Consistently taking personal responsibility for mistakes and actively learning from them.
(B) Demonstrating high persistence and problem-solving effort in the face of complex problems.
(C) Attributing poor performance to bad luck or poor teaching.
(D) Engaging actively and continuously in self-regulated learning and metacognitive strategies.

80. Read the following scenario and answer the question:
Principal Gupta notices a trend where senior secondary students blame the difficulty of the examination syllabus for their low pre-board marks, rather than analyzing their own study routines.
To shift the students' perspective, the Principal should encourage teachers to:
(A) Lowering the standard of pre-board exams to build high, artificial student confidence.
(B) Conducting attribution retraining on study strategies and outcomes.
(C) Validating student complaints by agreeing that the official examination syllabus is indeed too difficult.
(D) Introducing severe, punitive administrative punishments for receiving low academic grades.

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81. Logically, a student suffering from "learned helplessness" (the belief that they have no control over their academic outcomes) is exhibiting an extreme form of:
(A) Internal locus of control
(B) External locus of control
(C) Intrinsic motivation
(D) Mastery-approach orientation

82. What is the best way for a teacher to respond to a student with an external locus of control who says, "I'm just bad at math, I can't change it"?
(A) Agreeing fully with the student's statement in order to validate their immediate emotional distress.
(B) Highlighting past successes achieved through hard work and correct formulas.
(C) Advising the student to drop mathematics immediately and focus on less analytical subjects.
(D) Completely ignoring the student's comment and silently assigning additional drill homework.

83. The psychological concept of 'Achievement Motivation' (Need for Achievement or nAch) is most closely associated with the work of:
(A) David McClelland
(B) Ivan Petrovich Pavlov
(C) Sigmund Freud
(D) John Broadus Watson

84. A student with high achievement motivation is generally characterized by a desire to:
(A) Accomplishing difficult tasks and attaining standards of excellence.
(B) Establishing and maintaining friendly, harmonious social relations with peer groups (Need for Affiliation).
(C) Controlling, directing, and influencing other students during collaborative group projects (Need for Power).
(D) Systematically avoiding all challenging academic tasks to protect personal self-image from failure.

100. Consider the following statements about Attribution Theory:
I. Attributing failure to stable factors leads to expectations of future failure.
II. Attributing failure to controllable factors induces guilt, which can motivate future effort.
III. Attributing success to internal factors enhances self-esteem.
IV. Attributing success to uncontrollable external factors increases intrinsic motivation.
Which of the statements are TRUE?
(A) I, II and III only
(B) II, III and IV only
(C) I, III and IV only
(D) I, II, III and IV

101. A student who consistently attributes their failures to internal, stable, and uncontrollable causes (such as low intelligence) is at high risk of developing:
(A) High achievement motivation
(B) Learned helplessness
(C) A mastery-approach orientation
(D) Intrinsic motivation

102. The most appropriate feedback a teacher can give to a student who has just succeeded on a difficult task, in order to foster adaptive attributions, is:
(A) "You did great on this assignment; it proves that you are exceptionally smart and intelligent!"
(B) "You did great on this assignment; the test questions must have been very easy for everyone."
(C) "You did great; your hard work and new study strategies really paid off."
(D) "You did great on this assignment; you were simply very lucky to get those questions this time."

103. The term "Storm and Stress" (Sturm und Drang), often used to describe the developmental phase of adolescence, was coined by:
(A) Jean William Fritz Piaget
(B) G. Stanley Hall
(C) Erik Erikson
(D) Lev Vygotsky

104. Which of the following is a primary psychological characteristic of adolescence?
(A) Complete reliance on parents for decision-making.
(B) The search for identity and autonomy.
(C) Regression to sensorimotor thinking.
(D) A lack of interest in peer relationships.

105. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Adolescents often exhibit fluctuating moods, impulsivity, and emotional reactivity in the classroom.
Reason (R): During adolescence, the limbic system (responsible for emotions) develops faster than the prefrontal cortex (responsible for impulse control and executive function).
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

106. In an administrative capacity, understanding adolescent development is crucial for a Principal to:
(A) Draft strict, punitive disciplinary policies that harshly criminalize even minor student behavioral mistakes.
(B) Design policies balancing structure with student autonomy.
(C) Segregate students entirely into distinct academic tracks based on their family socio-economic backgrounds.
(D) Completely eliminate all co-curricular activities to focus school resources solely on academic test preparation.

107. Which of the following statements about adolescent physical development and its psychological impact is INCORRECT?
(A) Early-maturing adolescent boys often experience enhanced physical self-concept and elevated peer status in school.
(B) Early-maturing girls may experience increased vulnerability to body image issues and psychological distress.
(C) Physical changes during puberty do not impact student self-esteem.
(D) Hormonal fluctuations during puberty significantly contribute to changes in circadian sleep patterns and mood.

108. According to Erik Erikson's psychosocial theory, the primary developmental crisis faced during adolescence (ages 12-18) is:
(A) Basic Trust vs. Fundamental Mistrust

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successful top students.
(B) Consistently emphasizing perfect, completely error-free academic performance on a student's very first attempt.
(C) Providing scaffolds to help students succeed at progressively difficult tasks.
(D) Exclusively attributing student success to innate intelligence rather than personal effort and strategy ("You're just smart").

93. Bernard Weiner's Attribution Theory primarily deals with:
(A) How students perceive the causes of their academic successes and failures.
(B) How students visually process complex abstract information presented on a classroom whiteboard.
(C) The biological and neurodevelopmental stages of cognitive brain development during adolescence.
(D) The administrative delegation and structural management of professional tasks in a school setting.

94. According to Weiner's Attribution Theory, causes of success or failure can be categorized along three dimensions. Which of the following is NOT one of these dimensions?
(A) Locus (internal or external)
(B) Stability (stable or unstable)
(C) Controllability (controllable or uncontrollable)
(D) Visibility (visible or invisible)

95. Read the following scenario and answer the question:
Meera failed her history exam. She tells her parents, "I failed because I am just stupid, and I'll never be good at history."
According to Attribution Theory, Meera's attribution for her failure is:
(A) Internal, unstable, and controllable
(B) Internal, stable, and uncontrollable
(C) External, unstable, and controllable
(D) External, stable, and uncontrollable

96. If a teacher wants to promote resilience and motivation, they should help students attribute their failures to factors that are:
(A) Factors that are internal, stable, and completely uncontrollable by the student (e.g., low innate cognitive ability).
(B) Factors that are external, stable, and completely uncontrollable by the student (e.g., permanent teacher favoritism).
(C) Internal, unstable, controllable factors (e.g., effort or study strategy).
(D) Factors that are external, unstable, and controllable by external authority figures (e.g., bad luck or weather).

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97. Which of the following statements correctly applies Attribution Theory to classroom pedagogy?
(A) Teachers should systematically attribute student academic success to luck or chance to keep them humble.
(B) Students attributing success to effort are more likely to work hard.
(C) Students who attribute academic failure to a lack of innate ability demonstrate significantly increased long-term motivation.
(D) Causal attributions have absolutely no psychological impact on a student's future expectations of academic success.

98. Which of the following attributions for getting a high grade on a math test represents an external, unstable, and uncontrollable cause?
(A) "I studied diligently for five hours straight." (Personal Effort)
(B) "I have a high natural aptitude for mathematics." (Innate Ability)
(C) "I got lucky with the specific questions asked." (Luck)
(D) "The teacher always creates extraordinarily easy tests for everyone." (Task Difficulty)

99. Arrange the following steps of "Attribution Retraining" in a logical sequence for a teacher helping a struggling student:
I. Help the student attribute the outcome to their strategy and effort.
II. Discuss the past failure and the student's current maladaptive attribution (e.g., "I'm dumb").
III. Provide a successful mastery experience through scaffolded tasks.
IV. Guide the student to use a new, effective learning strategy.
Which of the following represents the correct sequence?
(A) II, IV, III, I
(B) I, II, III, IV
(C) IV, III, II, I
(D) II, III, IV, I

for self-actualization and personal growth milestones.

(D) To actively demonstrate hypothetico-deductive reasoning capabilities during formal operational tasks.

133. A teacher reports to the Principal that a student consistently disrupts the class right before the difficult mathematics worksheet is handed out. Applying behavioral analysis, the most likely underlying cause of this behavior is:

(A) A strong desire for peer approval and elevated social status among classmates.

(B) An intense psychological need for continuous, one-on-one teacher attention.

(C) Task avoidance due to academic frustration or lack of understanding.

(D) Acute biological hunger resulting from insufficient physiological nutrition before class.

134. Which of the following statements about the causes of behavioral issues in classrooms is correct?

(A) They are entirely caused by the student's genetic makeup and neurobiological predispositions.

(B) They are always a direct and sole result of poor, negligent parenting practices in the home environment.

(C) Mismatch between learning needs and the instructional environment.

(D) They cannot be mitigated or resolved by making strategic adjustments to the classroom environment.

135. Read the following scenario and answer the question:

Sunil, a Class VI student, frequently gets out of his seat and talks to neighbors during long lecture sessions. The teacher determines that Sunil is a highly kinesthetic learner with a short attention span.

What is the most appropriate classroom management adjustment to prevent this behavioral issue?

(A) Immediately suspend Sunil from attending school for a specified period of time.

(B) Incorporate structured movement breaks or active learning tasks into the lesson.

(C) Force Sunil to stand facing the classroom wall silently for the entire duration of the lecture.

(D) Completely ignore the disruptive behavior regardless of its impact on surrounding classmates.

136. Read the following scenario and answer the question:

A student who normally behaves well begins acting defiantly, falling asleep in class, and showing irritability. The teacher discovers that the student's parents are going through a hostile divorce. This indicates that the behavioral issue is primarily rooted in:

(A) Undiagnosed ADHD.

(B) Psychosocial stress and emotional trauma.

(C) Malicious intent to sabotage the teacher's lesson.

(D) A lack of intrinsic motivation for the subject.

137. All of the following teacher behaviors can inadvertently CAUSE or escalate student behavioral issues EXCEPT:

(A) Using sarcasm or humiliating students in front of their peers.

(B) Maintaining inconsistent rules and arbitrary consequences.

(C) Providing clear, predictable routines and visual schedules.

(D) Engaging in power struggles with defiant students.

138. Identify the INCORRECT statement regarding the handling of classroom behavioral issues:

(A) Classroom interventions should focus on teaching appropriate replacement behaviors rather than solely punishing.

(B) Conducting a functional behavioral assessment (FBA) helps systematically identify root causes of problem behaviors.

(C) Zero-tolerance expulsion policies are most effective for minor disruptions.

(D) Building strong, positive teacher-student relationships functions as a fundamental preventative management strategy.

139. The most effective whole-school approach to managing common behavioral issues, often endorsed by educational psychologists, is:

(A) Implementing severe corporal punishment across all grade levels consistently.

(B) Positive Behavioral Interventions and Supports (PBIS) frameworks.

(C) The complete adoption of an unguided, permissive Laissez-faire management approach.

(D) Establishing continuous external reward

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(B) Autonomy vs. Shame and Personal Doubt
(C) Industry vs. Developmental Inferiority
(D) Identity vs. Role Confusion

109. Logically, if an adolescent is exploring various roles, ideologies, and career options without having made a final commitment, they are in the identity status of (according to James Marcia):
(A) Identity Foreclosure
(B) Identity Moratorium
(C) Identity Diffusion
(D) Identity Achievement

110. Consider the following developmental needs of adolescents in a school setting:
I. The need for a physically and psychologically safe environment.
II. The need for meaningful participation in school governance.
III. The need to unquestioningly obey authority without explanation.
Which of the above are aligned with modern adolescent psychology?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

111. High risk-taking behavior in adolescence is largely an effect of:
(A) Fully matured executive functioning and impulse control in the prefrontal cortex.
(B) Peer approval sensitivity and dopamine rewards with immature impulse control.
(C) A sudden, catastrophic drop in overall cognitive processing capabilities during puberty.
(D) The complete and permanent absence of moral reasoning structures in early adolescence.

112. According to Jean Piaget, adolescents generally enter which stage of cognitive development?
(A) Sensorimotor stage
(B) Preoperational stage
(C) Concrete operational stage
(D) Formal operational stage

113. A key hallmark of cognitive development in adolescence is the ability to engage in "hypothetico-deductive reasoning." This refers to the ability to:
(A) Thinking exclusively about concrete, physical, and tangible objects present in the immediate environment.
(B) Systematically generating and testing hypotheses to solve abstract problems.
(C) Learning new cognitive concepts primarily through repetitive physical trial and error interactions.
(D) Demonstrating a complete understanding of the logical conservation of liquid volume and mass.

114. A high school teacher introduces a debate on the ethical implications of genetic engineering. This pedagogical activity is highly appropriate for adolescents because it caters to their developing capacity for:
(A) Developing rapid rote memorization skills
(B) Engaging in egocentric dramatic play
(C) Abstract and multidimensional thinking
(D) Centration and perceptual focusing mechanisms

115. Read the following scenario and answer the question:
During a physics class, Class XI students are asked to design an experiment to test the variables affecting the swing of a pendulum. Instead of randomly changing lengths and weights, students methodically isolate one variable at a time while keeping the others constant.
This behavior demonstrates that the students have acquired:
(A) Propositional logic and symbolic cognitive representation
(B) Combinatorial reasoning and scientific thinking
(C) Sensorimotor object permanence and mental mapping
(D) Transductive reasoning and preoperational thought

116. Which of the following is NOT typically a characteristic of adolescent cognitive development?
(A) Metacognition (thinking about one's own thinking)
(B) Relativistic thinking (understanding that truth can be subjective or context-dependent)
(C) Inability to understand metaphors or sarcasm
(D) Future orientation and long-term planning

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85. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Students with high achievement motivation tend to prefer tasks of moderate difficulty.
Reason (R): Moderate tasks provide the best opportunity to prove competence; easy tasks offer no challenge, and extremely difficult tasks rely too much on luck.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. How can a school environment be structured to foster achievement motivation among its students?
(A) Focusing exclusively on rote memorization drills and high-stakes recall examinations.
(B) Setting clear expectations, encouraging calculated risks, and recognizing effort.
(C) Strictly and publicly punishing any academic failure, error, or mistake made in student work.
(D) Systematically lowering academic standards so that all students easily achieve perfect scores.

87. Which of the following statements regarding the Need for Achievement (nAch) is INCORRECT?
(A) It is significantly influenced by early socialization, cultural values, and child-rearing practices.
(B) It involves a desire for immediate tangible external rewards for every minor task.
(C) High nAch individuals are highly motivated by regular, concrete, and informational performance feedback.
(D) It functions as an intrinsic drive to continuously meet personal internal standards of excellence.

88. A teacher consistently sets extremely difficult exam papers where even the brightest students fail. The most likely effect on the achievement motivation of the class over time is:
(A) An exponential and sustained increase in students' intrinsic motivation and subject interest.
(B) A decline in achievement motivation and increase in failure-avoidance behaviors.
(C) The rapid development of a strong internal locus of control across the entire student population.
(D) Significantly higher levels of positive peer collaboration and cooperative study group formation.

89. Identify the correct pair regarding McClelland's Needs Theory in an educational setting:
(A) Need for Power — Desiring to solve complex mathematics problems entirely alone without peer assistance.
(B) Need for Affiliation — Preferring group work and seeking approval.
(C) Need for Achievement — Seeking to dominate student council meetings through authoritative political control.
(D) Need for Affiliation — Preferring highly competitive, solitary exam environments over social interaction.

90. Consider the following characteristics:
I. Preference for situations where they can take personal responsibility.
II. Tendency to set very low, easily achievable goals.
III. Desire for concrete feedback on performance.
Which of the above are characteristic of students with high Achievement Motivation?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

91. Read the following scenario and answer the question:
During a project, a student opts for a topic that is somewhat challenging but manageable with effort, rather than choosing an extremely easy topic or an impossibly difficult one. This behavior typifies a learner driven by:
(A) The fundamental need for social affiliation and peer acceptance
(B) The pervasive motive to avoid failure and external embarrassment
(C) The motive to achieve success (High nAch)
(D) Extrinsic token motivation and tangible reward dependencies

92. All of the following classroom practices inhibit the development of achievement motivation EXCEPT:
(A) Strictly utilizing norm-referenced grading scales that artificially limit the number of

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incorporate social-emotional learning (SEL) programs specifically targeted at adolescents.
Reason (R): Adolescents face complex emotional challenges, including identity formation, peer pressure, and academic stress, which require explicit coping strategies.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

126. During adolescence, 'Cliques' and 'Crowds' serve primary social functions. A 'Crowd' (e.g., 'the jocks', 'the nerds') is typically based on:
(A) Deep, highly intimate, one-on-one personal friendships between two individuals.
(B) Shared reputation, stereotype, and social identity.
(C) Shared family lineage, genetic heritage, and socio-economic background status.
(D) Mandatory classroom seating arrangements assigned directly by the teacher.

127. Which of the following is NOT a typical feature of healthy emotional development in late adolescence?
(A) Increased emotional regulation, self-control, and overall affective stability.
(B) Greater cognitive capacity for interpersonal empathy and perspective-taking.
(C) Absolute dependence on peer approval for every decision.
(D) Development of a stable, coherent, and integrated self-concept over time.

128. Logically, as adolescents develop a stronger need for autonomy, a Principal implementing strict, non-negotiable, authoritarian rules without rationale will likely face:
(A) Complete, unquestioning compliance and total obedience to authority figures across all settings.
(B) Increased student rebellion, covert defiance, and disengagement.
(C) Enhanced intrinsic motivation and academic engagement among the general student body population.
(D) Significantly improved emotional bonding and mutual trust between classroom students and teachers.

129. The cause of increased parent-adolescent conflict in early adolescence is most directly related to:
(A) The adolescent's rapidly declining cognitive abilities and memory capacity during early puberty.
(B) The adolescent's push for autonomy clashing with parental control.
(C) The adolescent's overwhelming desire to spend all their free time interacting with teachers.
(D) The parents' complete emotional disinterest and total neglect regarding the child's life.

130. Consider the following roles of a teacher in supporting adolescent emotional development:
I. Acting as a supportive, non-judgmental adult outside the family.
II. Providing safe spaces for adolescents to express their opinions.
III. Publicly humiliating students for emotional outbursts to 'toughen them up'.
Which of the above are appropriate pedagogical roles?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

131. In classroom psychology, "behavioral issues" or "problem behaviors" are best defined as actions that:
(A) Actions that deviate from the teacher's personal aesthetic or stylistic preferences in the classroom.
(B) Actions disrupting the learning environment or harming self/others.
(C) Behaviors that directly reflect exceptionally high cognitive intelligence and creative analytical thinking.
(D) Behaviors that show a student's total lack of personal interest or participation in competitive sports.

132. From a functional behavior perspective, common behavioral issues in a classroom (such as calling out or defiance) usually serve a specific purpose for the student. Which of the following are the most common functions of such behavior?
(A) To systematically increase the classroom teacher's overall annual salary and institutional bonuses.
(B) To obtain attention, escape a task, or gain a tangible item.
(C) To fulfill the humanistic psychological need

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117. What is the most appropriate pedagogical response to the cognitive changes occurring in adolescence?
(A) Providing opportunities for guided inquiry, critical thinking, and open discussions.
(B) Reverting entirely to dictation and simple recall exercises to avoid confusing student thinking.
(C) Severely limiting student exposure to complex socio-political issues and abstract debates.
(D) Exclusively using visual-spatial manipulatives for teaching basic arithmetic operations.

118. Which of the following statements correctly describes the development of moral reasoning during adolescence (based on Kohlberg's theory)?
(A) Adolescents operate entirely at the pre-conventional level of moral reasoning, focusing solely on avoiding punishment.
(B) Transitioning to conventional moral reasoning, valuing laws, social order, and expectations.
(C) Virtually all adolescents reach the post-conventional level of universal ethical principles by the age of 15.
(D) Moral reasoning structures regress significantly during adolescence due to dramatic hormonal changes.

119. A school Principal allows senior students to form a student council to draft the school's new anti-bullying policy. By doing so, the Principal is cognitively engaging the adolescents' emerging ability to:
(A) Conceptualize abstract moral concepts like justice and equity.
(B) Engage in preoperational animistic thinking regarding inanimate objects.
(C) Practice advanced concrete operations such as seriation and classification.
(D) Memorize institutional school rules and regulations passively.

120. Read the following scenario and answer the question:
Ravi, a Class IX student, spends excessive time adjusting his hair and uniform before entering the classroom, firmly believing that everyone in the class is watching him and judging his appearance. This cognitive distortion, common in early adolescence, is known as:
(A) The Personal Fable concept
(B) The Imaginary Audience
(C) The Pygmalion Effect dynamic
(D) Learned Helplessness state

121. The "Personal Fable," a concept introduced by David Elkind to describe adolescent egocentrism, refers to an adolescent's belief that:
(A) They are constantly and uninterruptedly the absolute center of everyone else's attention.
(B) Belief that feelings are unique and they are invulnerable to harm.
(C) Their parents and teachers are entirely infallible, perfect, and omniscient authority figures.
(D) They must strictly and unquestioningly follow the artificial rules of a fantasy cognitive world.

122. In the context of adolescent social development, the shift in emotional attachment typically moves from:
(A) Peers to parents
(B) Teachers to parents
(C) Parents to peers
(D) Siblings to teachers

123. A teacher notices that a normally well-behaved Class X student has started acting out and breaking rules specifically when sitting with a particular group of friends. This is an application of understanding:
(A) Severe separation anxiety and attachment disorder
(B) Peer conformity and need for social belonging
(C) The cognitive development of object permanence concepts
(D) Intrinsic academic motivation and achievement striving

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124. Identify the INCORRECT pair regarding adolescent emotional development concepts:
(A) Emotional volatility — Frequent and intense mood shifts.
(B) Identity exploration — Questioning family values to form personal beliefs.
(C) Autonomy development — Complete rejection of all social relationships.
(D) Intimacy development — Forming deep, mutually supportive friendships.

125. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): It is beneficial for schools to

systems for every student regardless of behavior.

140. Consider the following environmental factors that can cause classroom behavioral issues:
I. Poor acoustics and inadequate lighting in the classroom.
II. Overcrowded classrooms with lack of personal space.
III. Unstructured transitions between activities.
IV. Highly engaging, well-paced instruction.
Which of the above are known to CAUSE behavioral issues?
(A) I, II and III only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

141. In educational psychology, "proactive aggression" is distinguished from "reactive aggression" in that proactive aggression is:
(A) An impulsive, highly emotional response to a perceived immediate threat, insult, or external provocation.
(B) Deliberate, planned behavior aimed at obtaining a goal or dominating others.
(C) Directed inward towards oneself through self-deprecating thoughts and internal self-harming tendencies.
(D) Always physically violent, involving direct bodily harm or destruction of personal classroom property.

142. A Principal is called to intervene when two students are in a heated, loud argument that is about to turn physical. The immediate first step in de-escalating this aggressive behavior should be to:
(A) Demanding an immediate, detailed explanation of who started the conflict while both students are still yelling loudly.
(B) Separate students, ensure physical safety, and allow time to cool down.
(C) Suspending both involved students immediately from school ground without performing any prior separation or cooling-down.
(D) Calling an immediate emergency school assembly to publicly use the fighting students as a warning example for others.

143. Arrange the typical stages of the "Conflict Cycle" (often leading to aggressive behavior in students) in order:
I. Student experiences stress or frustration.
II. Student exhibits observable aggressive behavior.
III. Teacher reacts to the behavior (often negatively).
IV. Student experiences internal feelings of anger or anxiety.
Which of the following represents the correct sequence?
(A) I, IV, II, III
(B) I, II, III, IV
(C) IV, I, II, III
(D) II, III, I, IV

144. Which of the following statements is a correct principle for teachers handling an actively aggressive student?
(A) Loudly matching the student's elevated volume and aggressive tone to firmly establish authority.
(B) Standing extremely close to the aggressive student in order to physically intimidate them into total compliance.
(C) Maintaining a calm tone, respecting space, and avoiding hostile body language.
(D) Utilizing heavy sarcasm and public ridiculing remarks to quickly diffuse the intense interpersonal classroom tension.

145. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Teaching students conflict resolution and emotional regulation skills reduces incidents of reactive aggression in schools.
Reason (R): Reactive aggression is often the result of deficits in social information processing and an inability to manage intense emotions.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

146. A form of aggressive behavior that involves intentionally damaging someone's social reputation or relationships (e.g., spreading rumors, social exclusion) is termed:
(A) Instrumental aggression
(B) Physical aggression
(C) Relational aggression
(D) Displaced aggression

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147. Which of the following administrative policies would be LEAST effective in permanently reducing bullying (proactive aggression) in a school?
(A) Implementing comprehensive social-emotional learning curricula.
(B) Establishing clear reporting mechanisms and supportive bystander training.
(C) Relying solely on short-term suspensions without restorative practices.
(D) Promoting a positive, inclusive school climate through community building.

148. Logically, if a student displays displaced aggression (e.g., kicking a desk after receiving a low grade), the behavior is directed at a substitute target because:
(A) The student genuinely believes that the physical desk was the primary cause of their low academic grade.
(B) The original source of frustration cannot be safely or practically attacked.
(C) The student lacks fundamental cognitive structures like object permanence and spatial conservation skills.
(D) The student possesses an exceptionally high internal locus of control regarding academic evaluation outcomes.

149. Read the following scenario and answer the question:
A student becomes verbally aggressive when given a writing assignment. The FBA reveals that the function of the aggression is to escape the writing task because the student struggles with fine motor skills. The most appropriate proactive intervention is to:
(A) Punishing the student by forcing them to complete additional lengthy writing tasks after school hours.
(B) Providing a keyboard or scribe, removing the fine motor source of frustration.
(C) Placing the student in complete isolation in the administrative office for the entire duration of the school day.
(D) Completely ignoring the student's verbal aggression and forcing them to sit silently without assistance.

150. Consider the following techniques for managing aggressive behavior:
I. Restorative justice practices (e.g., peer mediation circles).
II. Teaching "I" statements for expressing feelings.
III. Publicly shaming the aggressor during the morning assembly.
Which of the above are pedagogically sound strategies?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

151. In the context of classroom psychology, "academic anxiety" is best defined as:
(A) A general, persistent disinterest or apathy toward studying academic subjects in a school setting.
(B) Worry or unease specifically related to educational tasks, testing, or performance.
(C) The complete cognitive inability to comprehend or process spoken human language in classroom settings.
(D) A severe behavioral disorder characterized primarily by constant physical movement and hyperactivity.

152. According to the Yerkes-Dodson Law regarding arousal (stress/anxiety) and performance:
(A) High levels of anxiety and stress always lead directly to optimal cognitive performance on complex tasks.
(B) Maintaining zero anxiety is strictly necessary for achieving peak academic performance on any given task.
(C) Moderate arousal facilitates optimal performance, but extreme levels impair it.
(D) Physiological and psychological arousal has no scientifically proven impact on cognitive performance outcomes.

153. A teacher observes that a student freezes, sweats profusely, and is unable to answer questions during oral exams, despite knowing the material in written form. Which of the following is an appropriate classroom accommodation to help manage this acute anxiety?
(A) Forcing the student to answer significantly more oral questions publicly to "toughen them up" over time.
(B) Allowing private presentations or providing an alternative assessment format.
(C) Deducting substantial academic marks for the student's visible lack of confidence during the examination.
(D) Pointing out the student's intense nervousness to the entire class in order to

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make light of the situation.

154. Identify the INCORRECT pair regarding stress management techniques for students:
(A) Cognitive Restructuring — Helping students challenge irrational, catastrophic thoughts (e.g., "If I fail this quiz, my life is over").
(B) Grounding techniques — Helping a panicking student focus on physical sensations in the present moment (e.g., 5-4-3-2-1 technique).
(C) Progressive Muscle Relaxation — Increasing physical tension continually until exhaustion.
(D) Mindfulness exercises — Focusing attention on breathing to regulate the nervous system.

155. Read the following scenario and answer the question:
During final exams, Principal Verma notices a spike in students visiting the medical room with complaints of headaches and stomach aches, with no underlying medical cause.
From a psychological perspective, these symptoms are most likely:
(A) Normal behavioral symptoms of highly developed intrinsic academic motivation and study dedication.
(B) Somatic manifestations of acute academic stress and anxiety.
(C) Direct behavioral evidence of widespread relational aggression and bullying among teenage peer groups.
(D) Classic cognitive manifestations of experiencing severe cognitive dissonance regarding exam content.

156. Which of the following teacher practices is known to significantly INCREASE student test anxiety?
(A) Systematically providing clear rubrics, detailed study guides, and review materials well in advance of testing.
(B) Utilizing frequent low-stakes formative assessments to systematically build student confidence before exams.
(C) Emphasizing that the test determines all future success.
(D) Allowing sufficient, generous time for all students to comfortably complete the assigned assessment tasks.

157. Which of the following is a correct statement regarding the role of a school Principal in managing student stress?
(A) The Principal should ensure timetables incorporate breaks, physical education, and manageable homework policies.
(B) The Principal should completely ban all academic examinations across all grade levels to eliminate stress entirely.
(C) The Principal should leave all student stress management responsibility entirely to parents and private therapists.
(D) The Principal should explicitly mandate that teachers use fear of failure as a primary motivational tool in class.

158. All of the following are healthy coping mechanisms for student stress EXCEPT:
(A) Engaging regularly in physical sports, outdoor activities, creative hobbies, and recreational arts.
(B) Seeking professional guidance and emotional support from the certified school counselor or trusted peers.
(C) Engaging in chronic procrastination and task avoidance.
(D) Practicing effective time management techniques, prioritization strategies, and systematic task breakdown.

159. The cause-and-effect relationship between "Perfectionism" and "Anxiety" in high-achieving students often results in:
(A) Significantly lower anxiety levels resulting from continuous academic success and high grades.
(B) High anxiety due to fear of making mistakes, leading to burnout.
(C) Complete and permanent elimination of any institutional need for extrinsic academic motivation.
(D) Rapidly increased sociability, interpersonal trust, and collaborative peer affiliation in the school.

160. Read the following scenario and answer the question:
A Class XII student approaches the school counselor experiencing severe burnout and chronic stress due to intense pressure to clear competitive entrance exams.
What is the most appropriate initial psychological intervention?
(A) Telling the student firmly that they are simply not working hard enough to succeed in competitive exams.
(B) Validating feelings, teaching stress regulation, and setting balanced schedules.

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self-concept or academic efficacy.
(C) All classroom teachers universally hold the exact same high academic expectations for every student regardless of background.
(D) Students are completely oblivious and insensitive to a teacher's subtle non-verbal cues and behavioral expectations.

177. All of the following are strategies to mitigate the negative effects of biased teacher expectations EXCEPT:
(A) Utilizing blind grading for written assignments when possible.
(B) Regularly reflecting on one's own unconscious biases.
(C) Categorizing students permanently based on their initial diagnostic test scores.
(D) Using a randomized system (like pulling name sticks) to ensure all students are called upon equally.

178. What is the cause-and-effect relationship between teacher expectations and student locus of control?
(A) Maintaining high teacher expectations typically shifts a student's locus of control entirely to external factors.
(B) Negative expectations induce learned helplessness and external locus of control.
(C) Teacher expectations have absolutely no influence on student locus of control, which is determined purely by genetics.
(D) The Pygmalion effect functions effectively only on students who already possess a strong external locus of control orientation.

179. Which of the following statements represents an equitable application of teacher expectations in a classroom?
(A) "I expect all my students, regardless of background, to achieve the exact same numerical mark on standardized tests."
(B) "I hold high standards for all students and provide necessary scaffolding."
(C) "I expect only the top ten percent of high-achieving students to comprehend this highly complex abstract topic."
(D) "I expect male students to excel naturally in mathematics and female students to excel naturally in languages."

180. Consider the following ways teachers implicitly communicate low expectations:
I. Seating perceived "low-achievers" further away from the teacher.
II. Smiling less and offering less eye contact to certain students.
III. Accepting incorrect or incomplete answers from certain students without probing or helping them improve.
IV. Providing extensive constructive feedback on essays.
Which of the above communicate LOW expectations?
(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

181. In classroom psychology, "student engagement" is typically categorized into three dimensions. These are:
(A) Visual, Auditory, and Kinesthetic engagement.
(B) Behavioral, Emotional, and Cognitive engagement.
(C) Primary, Secondary, and Tertiary engagement.
(D) Intrinsic, Extrinsic, and Amotivated engagement.

182. A student who follows the rules, attends class regularly, and completes assignments without necessarily enjoying the work or thinking deeply about it is demonstrating primarily:
(A) Cognitive engagement and deep processing
(B) Emotional engagement and subject value
(C) Behavioral engagement
(D) Total academic disengagement

183. To foster "cognitive engagement" (deep psychological investment in learning and mastering complex skills), a teacher should:
(A) Relying solely on short true/false quizzes to evaluate factual memorization.
(B) Incorporating inquiry learning, problem-solving, and self-regulation strategies.
(C) Providing tangible rewards to students merely for sitting quietly during lectures.
(D) Making all classroom assignments extremely simple so every student finishes quickly.

184. Identify the INCORRECT statement regarding classroom engagement strategies:
(A) Incorporating student personal interests directly into the curriculum boosts emotional classroom engagement significantly.
(B) High-stakes testing is the best way to sustain

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the new student socially.
(C) Strategically assigning the new student to a group with empathetic peers.
(D) Completely ignoring the social situation, assuming that young children will naturally sort it out themselves.

169. Which of the following dynamics does NOT contribute to a positive psychological climate in a classroom?
(A) Maintaining consistently high, positive academic and behavioral teacher expectations for all students.
(B) Establishing mutual respect, open communication, and psychological safety throughout the classroom environment.
(C) In-group vs. Out-group polarization among students.
(D) Engaging in collaborative, democratic classroom rule setting and norm establishing processes with students.

170. Consider the following outcomes of effective peer tutoring programs:
I. Improved academic achievement for the tutee.
II. Increased self-efficacy and reinforcement of concepts for the peer tutor.
III. Decreased social cohesion in the classroom.
Which of the statements are TRUE?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

171. The "Pygmalion Effect" in classroom psychology, famously researched by Rosenthal and Jacobson, refers to:
(A) The psychological tendency of students to rapidly forget complex academic information immediately after an exam.
(B) High teacher expectations leading directly to improved student performance.
(C) The documented negative impact of negative peer pressure on individual student academic achievement and behavior.
(D) The rapid physical growth spurt and physiological changes experienced by adolescents during early puberty stages.

172. The psychological mechanism underlying the Pygmalion Effect is best described as a:
(A) Self-fulfilling prophecy
(B) Cognitive dissonance
(C) Defense mechanism
(D) Classical conditioning reflex

173. A teacher is informed at the beginning of the year that three specific students are "late bloomers" on the verge of massive intellectual growth (even though they were randomly selected). By the end of the year, these three students show significantly higher IQ gains than their peers. Based on the Pygmalion effect, this happened primarily because:
(A) The selected students were genetically superior and possessed exceptionally high innate baseline intelligence quotients.
(B) The teacher provided a warmer climate, more challenges, and feedback.
(C) The principal implemented an easier, far more lenient grading scale specifically for these three selected students.
(D) The other unselected students in the classroom recognized the favoritism and subsequently gave up on competing.

174. Identify the correct pair regarding teacher expectations and student outcomes:
(A) Pygmalion Effect — Low expectations lead to low performance.
(B) Golem Effect — Low expectations lead to decreased performance.
(C) Halo Effect — High expectations lead to low performance.
(D) Placebo Effect — Peer expectations lead to high performance.

175. Read the following scenario and answer the question:
Mr. Singh teaches a section of students labeled as "remedial." He assumes they cannot handle abstract concepts, so he only gives them rote copying tasks and rarely calls on them to answer questions. As a result, the students remain disengaged and fail to progress.
This scenario is an example of:
(A) The Pygmalion Effect
(B) The Golem Effect
(C) The Zeigarnik Effect
(D) The Overjustification Effect

176. Which of the following is a factual finding from research on teacher expectations?
(A) Teachers often give less wait-time for answers to low-achieving students.
(B) Teacher expectations have absolutely no measurable structural impact on student

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you."
(C) "Great job! I'm proud of your effort and the new strategies you tried when stuck."
(D) "Great job! Your performance proves that you are much smarter than the rest of the class."

193. Which of the following statements correctly differentiates between praise and encouragement?
(A) Praise focuses on final products; encouragement focuses on effort and progress.
(B) Verbal praise is always purely intrinsic, whereas social encouragement functions strictly as an extrinsic motivator.
(C) Educational encouragement decreases long-term motivation, whereas evaluative praise universally increases academic drive.
(D) Praise is used exclusively for managing behavioral issues, whereas encouragement is applied only to academic tasks.

194. Research indicates that overusing generic, unearned praise (e.g., praising a student for completing a very trivial task) can actually:
(A) Directly lead to rapid intellectual giftedness and exceptional talent development.
(B) Demotivate students by signaling low teacher expectations of their abilities.
(C) Instantly boost long-term intrinsic motivation and deep conceptual curiosity across all subjects.
(D) Permanently shift the student's personal locus of control to a purely internal orientation.

195. Read the following scenario and answer the question:
During an art class, a student who usually gives up easily works diligently for two days on a painting. The painting is not technically perfect, but the effort is immense.
The teacher wants to use encouragement. What should the teacher say?
(A) "This is the most beautiful painting in the world; you are undeniably the next Picasso of our generation!"
(B) "It's completely okay that the artwork isn't great, at least you made a minor attempt during class."
(C) "I noticed your focus on mixing those colors. How do you feel about it?"
(D) "I will officially give you an A+ on this project so that you feel good about your artistic abilities."

196. All of the following are characteristics of effective, motivating praise EXCEPT:
(A) It is consistently specific, descriptive, and clear regarding student achievement.
(B) It explicitly attributes student success to personal effort, persistence, and strategic choices.
(C) It is given contingently based on genuine student achievement or meaningful personal effort.
(D) It compares performance favorably to peers to create competition.

197. Identify the INCORRECT pair regarding psychological feedback:
(A) Informational feedback — "You structured this essay very logically, which made your argument strong."
(B) Evaluative praise — "Good boy."
(C) Process praise — "You must be highly intelligent to get this score."
(D) Encouragement — "Keep working at it; look how far you've come since last week."

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198. The cause-and-effect relationship of praising a student for their innate intelligence (rather than effort) often results in the student:
(A) Voluntarily taking on significantly more challenging tasks in order to learn new cognitive concepts.
(B) Avoiding challenging tasks to prevent potential failure and looking unintelligent.
(C) Rapidly developing a robust, highly resilient growth mindset regarding academic capabilities.
(D) Becoming highly emotionally resilient to academic failure and performance setbacks over time.

199. Logically, if a Principal wants to cultivate a school culture focused on continuous improvement rather than just high grades, the administrative policy should encourage teachers to:
(A) Displaying only the top three test scores publicly on the main school notice board every month.
(B) Using portfolios that track personal growth and effort over time.
(C) Only offering praise and official commendations to students who achieve scores of ninety percent and above.
(D) Utilizing harsh public criticism and punitive

long-term engagement.
(C) Providing clear, explicit learning objectives helps students effectively focus their cognitive efforts on key tasks.
(D) Utilizing varied instructional formats (e.g., visual media, group discussion, hands-on tasks) helps sustain attention.

185. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Establishing a physically and psychologically safe classroom environment is a prerequisite for high student engagement.
Reason (R): According to Maslow's hierarchy, students cannot fully engage in cognitive, self-actualizing tasks if they feel threatened or insecure.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

186. Logically, if a Principal observes a classroom where the teacher is talking for 40 minutes straight and students are copying notes passively, the level of student engagement is likely to be:
(A) High cognitive engagement and critical analytical processing throughout the period.
(B) High emotional engagement, passion, and deep subject interest demonstrated by all.
(C) Low overall engagement, with high potential for off-task behavior.
(D) Optimal condition for fostering critical thinking and problem-solving development skills.

187. Read the following scenario and answer the question:
A teacher utilizes "Think-Pair-Share" during a complex lesson on climate change. What is the primary psychological benefit of this engagement strategy?
(A) It completely eliminates the professional requirement for the classroom teacher to possess subject matter expertise.
(B) It lowers anxiety by allowing peer rehearsal before class sharing.
(C) It strictly enforces absolute silence and passive compliance throughout the entire classroom environment.
(D) It serves as a comprehensive, high-stakes summative evaluation tool for individual grading purposes.

188. All of the following are effective strategies to re-engage a disengaged, unmotivated learner EXCEPT:
(A) Building a positive, personal rapport with the student.
(B) Providing choices in how the student demonstrates their knowledge.
(C) Continually publicly reprimanding the student for being lazy.
(D) Connecting the academic material to the student's real-life context.

189. Which of the following classroom setups best promotes active engagement and collaborative learning?
(A) Traditional rows facing the teacher.
(B) Desks arranged in small clusters or groups.
(C) Desks arranged in a large circle where students only face the center.
(D) Individual study carrels with visual barriers.

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190. Consider the following pedagogical actions:
I. Activating prior knowledge before introducing a new topic.
II. Using varied vocal intonation and movement around the room.
III. Pausing frequently to allow for student questions and reflections.
Which of the above are valid strategies for maintaining classroom engagement?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

191. According to Carol Dweck's research on motivation, providing "person praise" (e.g., "You are so smart") tends to foster a:
(A) Growth mindset
(B) Fixed mindset
(C) Mastery orientation
(D) High internal locus of control

192. A student struggles for an hour with a difficult math problem before finally solving it. Which of the following forms of praise (process praise) is most effective for building resilience?
(A) "Great job! You are a natural math genius and far superior to your peers."
(B) "Great job! I knew this difficult math problem would be very easy for someone like

17. (B) Displaying a public ranking chart of students based on their weekly test scores.
Publicly ranking students based on test scores emphasizes social comparison and normative performance rather than individual growth. This practice increases performance anxiety, lowers self-efficacy among lower-scoring learners, and directs focus toward external status rather than internal mastery. Consequently, public comparisons undermine intrinsic motivation by fostering protective avoidance behaviors and external performance goals.

18. (D) Enhance intrinsic motivation.
Cognitive Evaluation Theory indicates that environmental events influence intrinsic motivation through their effects on perceived competence and self-determination. When events provide positive informational feedback that enhances feelings of effectiveness and autonomy, intrinsic drive is strengthened. Conversely, factors that make individuals feel controlled or incompetent diminish their internal interest and active engagement in tasks.

19. (A) Engaging in a behaviour to earn a reward or avoid a punishment.
Extrinsic motivation refers to performing an activity primarily to attain a separable outcome, such as securing tangible rewards, gaining social approval, or avoiding negative consequences. The primary driver of the behavior lies outside the task itself, contrasting with intrinsic motivation where engagement occurs solely for the inherent satisfaction and enjoyment of the activity.

20. (A) I and III only
Extrinsic motivation occurs when behaviors are performed to achieve external outcomes rather than for inherent enjoyment. Studying specifically to earn a monetary scholarship and completing homework solely to prevent disciplinary detention are driven by external incentives and consequences. Conversely, reading novels for personal enjoyment or participating in debates due to deep subject interest represent intrinsic motivation.

21. (C) Extrinsic motivation and operant conditioning principles
Token economies utilize operant conditioning principles where desired behaviors are systematically reinforced with secondary reinforcers, such as tokens. These tokens are later exchanged for tangible rewards, establishing an extrinsic motivational framework. By modifying behavior through structured external reinforcers, educational institutions establish explicit contingencies between student efforts and tangible environmental rewards.

22. (D) A student's internal sense of mastery over a complex skill
External motivators consist of incentives or pressures originating outside the individual, such as certificates, public praise, or fear of academic failure. In contrast, an internal sense of mastery and personal accomplishment represents an intrinsic motivator, arising directly from internal feelings of competence and self-satisfaction rather than external reinforcement structures.

23. (B) Extrinsic motivation can help initiate engagement in tasks lacking initial inherent interest.
Extrinsic motivation can serve as a beneficial instructional tool to encourage initial participation in activities that learners initially find uninteresting or overly complex. Once students engage and gain basic competence through external incentives, they may discover genuine personal interest, allowing intrinsic motivation to develop gradually as their skill and confidence in the task increase.

24. (B) Scaffolding behavioral engagement in uninteresting tasks
When learners lack initial interest or confidence in a subject, external incentive structures can provide the initial scaffolding required to stimulate behavioral participation. By rewarding task completion, educators encourage students to interact with learning materials long enough to build baseline competencies, which can subsequently form the groundwork for developing authentic internal interest and self-efficacy.

25. (A) Both A and R are true and R is the correct explanation of A
Excessively relying on external rewards for activities can decrease intrinsic motivation, a phenomenon explained by self-determination theory. When tangible incentives are introduced for an inherently interesting task, learners shift their perceived locus of causality from internal enjoyment to external gain. When the external reward is removed, overall engagement often drops below baseline levels.

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measures to motivate low-performing students to work harder.

200. Read the following scenario and answer the question:

A bright student fails a unit test for the first time and is devastated, saying "I guess I'm not smart anymore."

Applying the principles of classroom psychology and motivation, what is the best response from the teacher?

(A) "Don't worry about it at all, the unit test was far too difficult for everyone anyway."

(B) "You are still extremely smart; you simply had a bad day during the examination."

(C) "Let's review your study strategies and try a new approach next time."

(D) "Maybe this specific academic subject simply isn't suited to your natural intellectual talents."

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(C) Immediately calling the student's parents and strongly advising them to withdraw the child from school.
(D) Advising the student to eliminate all leisure activities, sports, and sleep hours in order to study more.

161. In classroom dynamics, "Sociometry" is a technique used primarily to:
(A) Precisely measuring the physical dimensions, desk spacing, and spatial layout of the classroom.
(B) Assessing the social structure and peer relationships within a group.
(C) Calculating the average socio-economic status and income background of the students' families.
(D) Measuring the specific linguistic capabilities, vocabulary size, and verbal abilities of students.

162. A teacher wants to use cooperative learning to improve relations among diverse peer groups in the classroom. The most effective strategy to ensure positive interdependence is the:
(A) Lecture method.
(B) Jigsaw classroom method.
(C) Competitive spelling bee.
(D) Independent reading hour.

163. According to social psychology research, the phenomenon where a student puts in less effort when working in a group than when working individually is called:
(A) Social facilitation
(B) Social loafing
(C) Groupthink
(D) The bystander effect

164. Identify the INCORRECT statement regarding peer influence in the classroom:
(A) Peer influence only has negative effects on adolescent behavior.
(B) Positive peer pressure can encourage students to achieve higher academic standards.
(C) Peer tutoring often benefits both the tutor and the tutee cognitively and socially.
(D) Rejected or isolated students are at a higher risk for academic failure and dropout.

165. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Teachers should actively monitor and manage classroom seating arrangements.
Reason (R): Physical proximity significantly influences peer interactions, friendship formation, and off-task behaviors.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

166. Logically, if a classroom environment exhibits high levels of "Groupthink" during discussions, the students are likely:
(A) Critically and objectively analyzing all sides of a complex socio-political issue completely independently.
(B) Suppressing dissenting opinions and prioritizing group harmony over critical evaluation.
(C) Frequently engaging in loud, aggressive physical conflict and verbal arguments during class discussions.
(D) Continuously demonstrating exceptionally high intrinsic motivation and curiosity for the subject matter.

167. Which of the following is the best administrative approach for a Principal to foster positive peer dynamics across the school?
(A) Segregating students strictly by academic ability tracking for all subjects and extracurricular activities.
(B) Establishing house systems, peer mentoring, and collaborative clubs.
(C) Encouraging a cutthroat, highly competitive atmosphere where peers view each other strictly as academic rivals.
(D) Strictly banning students from talking to or interacting with each other outside formal classroom instruction hours.

168. Read the following scenario and answer the question:
A new student joins mid-term and is struggling to integrate socially. The class has strong, established cliques. What is a proactive step the teacher can take to alter the classroom dynamics positively?
(A) Assigning the new student to complete all academic assignments alone to avoid any potential group conflict.
(B) Publicly demanding during class that all students immediately befriend and accept

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emotional security. When learners feel threatened, unsupported, or alienated within their institutional environment, their internal motivation to engage in academic learning drops significantly. Fostering positive school climate and caring teacher-student interactions is therefore a vital systemic prerequisite for student engagement.

9. (D) Intrinsic motivation
Intrinsic motivation occurs when an individual engages in an activity purely for its inherent satisfaction, interest, or enjoyment, rather than for an external reward or pressure. Driven by internal curiosity and a desire for personal intellectual stimulation, such behaviors persist independently of formal grading, external credit, or authority mandates, reflecting deep personal investment in the subject matter.

10. (C) I and III only
Intrinsic motivation stems from internal psychological desires such as personal satisfaction, mastery, and curiosity. Because it originates from within the learner rather than external incentives, it promotes deeper cognitive processing, conceptual understanding, and persistent problem-solving. External tangible rewards are not required to maintain intrinsic drive and can sometimes actually diminish internal interest in an activity.

11. (B) Needs for Autonomy, Competence, and Relatedness
Self-Determination Theory asserts that human motivation and well-being flourish when three basic psychological needs are fulfilled. Autonomy involves experiencing agency and personal control over actions; competence involves feeling effective and capable in mastering tasks; and relatedness involves experiencing meaningful connections and belonging with others. Fulfilling these three core needs systematically enhances intrinsic educational motivation.

12. (B) It diminishes when students are given excessive autonomy in their learning choices.
Autonomy is a foundational psychological requirement for intrinsic motivation according to self-determination theory. Providing students with meaningful choices and self-direction enhances their sense of ownership and interest in academic tasks. Rather than diminishing intrinsic drive, autonomy fosters engagement, whereas rigid control and restrictive instructional environments tend to suppress personal interest and internal motivation.

13. (A) A student solves complex puzzles during free time purely for the enjoyment of problem-solving.
Engaging in a challenging activity during leisure time simply for the internal satisfaction and enjoyment of the task demonstrates clear intrinsic motivation. The absence of external pressure, monetary incentives, or authority-driven expectations confirms that the drive originates entirely from personal curiosity and the satisfaction derived directly from mastering the cognitive problem itself.

14. (C) Intrinsic motivation by increasing subject relevance and curiosity
Connecting abstract academic concepts to familiar everyday experiences enhances personal relevance and contextual meaning for learners. When students perceive the direct application of lesson material to their lived environments, their natural curiosity is stimulated. This heightened interest transforms academic content from isolated facts into engaging insights, thereby strengthening intrinsic motivation to explore and comprehend the subject.

15. (D) His intrinsic motivation may decrease due to the overjustification effect.
Introducing external incentives or rigid rules for an activity that an individual already finds inherently enjoyable can cause the overjustification effect. When performance becomes tied to grades and mandatory page counts, the perceived reason for engagement shifts from internal pleasure to external compliance. Consequently, intrinsic interest in reading declines as external pressure replaces personal autonomy.

16. (C) There is an optimal balance between the student's skill level and task challenge.
The concept of flow represents a state of deep, effortless concentration and high intrinsic involvement in an activity. This psychological state occurs when the perceived challenge of a task precisely matches the individual's current skill level. If tasks are too easy, boredom arises, whereas excessively difficult tasks cause anxiety, disrupting optimal learning states.

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ANSWERS

1. (B) The internal process that initiates, guides, and maintains goal-oriented learning behaviours.
Motivation functions as an essential psychological force within educational settings that energizes human behavior. It initiates specific learning actions, directs attention toward targeted academic goals, and sustains continuous effort over time. Understanding this internal dynamic helps educators design instructional strategies that encourage persistent study habits, foster active classroom participation, and enhance knowledge acquisition across diverse subjects.

2. (D) The need to satisfy a physiological or psychological deficit to restore homeostasis.
Drive reduction theory posits that internal physiological or psychological disruptions create unpleasant states of tension termed drives. Organisms feel compelled to act in ways that reduce these internal tensions, thereby restoring internal biological equilibrium or homeostasis. In learning contexts, satisfying these underlying biological or emotional needs reinforces the specific behaviors that successfully alleviated the internal deficit state.

3. (A) Motivation directs behaviour toward specific goals and increases time on task.
Motivation plays a central role in pedagogy by channeling student energy directly toward academic achievements. Fueled by strong motivational drives, learners allocate significantly more time to task engagement, exhibit higher perseverance during challenging problem-solving activities, and maintain focused attention on instructional material. Consequently, effective educational practices systematically leverage motivational principles to maximize meaningful cognitive outcomes and skill acquisition.

4. (C) Determining the specific socio-economic status of the learner.
Motivation directly influences cognitive processing, direct attention, and effort expenditure during learning tasks. However, socio-economic status is a structural demographic variable shaped by broader economic, social, and familial factors rather than an internal psychological function of learning motivation. While motivation influences how hard a student works, it cannot dictate or define the socio-economic position of an individual learner.

5. (A) Both A and R are true and R is the correct explanation of A
Meaningful learning requires that students actively process new information, connect concepts to prior knowledge, and maintain mental effort. Motivation provides the necessary internal drive that prompts learners to engage cognitively rather than passively receiving content. Because active cognitive engagement is essential for knowledge construction, motivation serves as an indispensable prerequisite for meaningful learning within structured classroom environments.

6. (D) Cognitive approach — Emphasizes beliefs, attributions, and expectations.
The cognitive approach to educational psychology focuses on internal mental processes, viewing motivation as an outcome of personal beliefs, causal attributions, and future expectations. Unlike behavioral models centered on external stimuli or humanistic frameworks emphasizing emotional fulfillment, cognitive perspectives highlight how learners interpret their experiences, evaluate their performance capabilities, and mentally construct goals to guide subsequent learning activities.

7. (B) Physiological and safety needs
Abraham Maslow's hierarchy of needs dictates that lower-level deficiency needs must be substantially satisfied before an individual can focus on higher-level growth needs. Basic physiological needs such as hunger and thirst, alongside safety needs like physical security and stability, form the foundation. Students who feel unsafe, insecure, or physically deprived struggle to direct cognitive focus toward abstract learning activities.

8. (C) The school climate lacks psychological safety and supportive teacher-student relationships.
A lack of psychological safety and supportive interpersonal relationships across a school environment undermines students' foundational

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26. (B) Internal pressures such as guilt, anxiety, or contingent self-esteem.
Introjected regulation is a form of extrinsic motivation within self-determination theory where an individual internalizes the reasons for an action, yet does not fully accept it as self-determined. Behaviors are performed to avoid internal negative feelings like guilt or shame, or to enhance ego and contingent self-esteem, rather than out of pure interest.

27. (C) Phase out tangible rewards gradually as students develop competence and intrinsic interest.
Extrinsic rewards are most effectively used as temporary instructional supports to initiate engagement in uninteresting tasks. As students develop competence, confidence, and internal interest, tangible rewards should be systematically reduced and phased out. This gradual transition helps internalize motivation, preventing perpetual dependence on external incentives for academic task completion.

28. (C) Fostering a mastery-oriented classroom where mistakes are normalized as learning opportunities.
Fostering a mastery-oriented environment encourages students to view intelligence as malleable and mistakes as essential components of the learning process. By emphasizing personal progress, effort, and strategy over comparative scores, teachers reduce fear of failure. This supportive atmosphere builds self-efficacy and psychological safety, enabling intrinsic curiosity and deep cognitive engagement to flourish.

29. (C) Utilizing the threat of low grades to enforce studying.
Using threats of academic punishment or low grades relies on external pressure and fear, which creates performance anxiety and shifts focus toward avoiding negative consequences. Controlling methods suppress autonomy and internal satisfaction, whereas providing choices, setting meaningful personal goals, and introducing cognitive novelty actively cultivate intrinsic motivation and deep learning strategies.

30. (A) I and II only
Implementing real-world project-based learning increases the personal relevance of academic tasks, while co-creating classroom rules enhances student agency and autonomy. Both approaches effectively foster intrinsic motivation. Conversely, relying heavily on high-stakes weekly testing creates constant evaluative pressure and anxiety, which shifts focus toward external performance and undermines natural learning curiosity.

31. (B) Gamification of learning — Fosters intrinsic motivation by leveraging curiosity and incremental challenge.
Gamification incorporates game design elements, such as incremental goals, immediate feedback, and interactive challenges, into learning contexts. This strategy taps into internal psychological drives by sparking curiosity, providing a sense of manageable challenge, and supporting autonomy. Consequently, thoughtfully designed gamified learning activities effectively promote intrinsic engagement and sustained interest in academic tasks.

32. (B) Autonomy
Providing choice boards grants students agency over their learning paths, allowing them to select tasks matching their personal preferences and strengths. This instructional strategy directly satisfies the psychological need for autonomy, a foundational pillar of self-determination theory. When learners experience personal control over their educational tasks, their intrinsic motivation and task investment increase.

33. (A) Emphasizing normative comparisons (grading on a curve) — Increases intrinsic motivation.
Normative comparisons evaluate student performance relative to peers rather than personal mastery, shifting focus toward external standing and competition. This practice heightens anxiety, fosters performance-avoidance goals, and damages self-efficacy among non-top performers. Consequently, grading on a curve systematically diminishes intrinsic motivation rather than increasing student interest in learning.

34. (B) Constructivist pedagogy emphasizing active learning, exploration, and discovery.
Constructivist pedagogy positions learners as active creators of knowledge through guided exploration, critical inquiry, and problem-solving. This approach aligns directly with intrinsic motivation by satisfying needs for autonomy, curiosity, and competence. By allowing students to explore real-world problems and construct

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54. (C) Promote self-regulated learning and student agency.
Explicitly teaching goal-setting strategies equips students with essential metacognitive tools to plan, monitor, and evaluate their own learning process. This practice cultivates self-regulated learning, builds personal agency, and strengthens internal locus of control, enabling students to take active responsibility for their personal academic progress.

55. (C) Break the distal goal into daily proximal goals (e.g., one chapter daily).
Large, distant goals can feel overwhelming and lead to procrastination due to a lack of immediate direction. Subdividing a distal goal into small, daily proximal objectives provides actionable targets, allows continuous tracking of progress, and generates frequent experiences of success, thereby reducing anxiety and sustaining daily study motivation.

56. (B) Albert Bandura
Albert Bandura introduced and developed the construct of self-efficacy within his Social Cognitive Theory. It represents an individual's context-specific belief in their capability to execute the actions necessary to produce specific performance attainments, significantly influencing task choice, effort expenditure, and perseverance through difficulty.

57. (C) Mastery experiences (e.g., past personal successes)
According to Albert Bandura, mastery experiences represent the most potent source of self-efficacy beliefs. Successfully performing a task provides direct authentic evidence that one possesses the capability to succeed. Past successes build robust efficacy expectations, whereas failures undermine them, especially if failures occur before a firm sense of efficacy is established.

58. (B) Belief in one's capability to execute actions required to manage prospective situations.
Self-efficacy is a context-specific judgment of one's capability to organize and execute courses of action required to attain designated types of performances. It differs from self-esteem, which represents global feelings of self-worth, by focusing specifically on task-related confidence and capability assessments.

59. (B) Vicarious experience (Modeling)
Observing peers of similar capability successfully perform a challenging task builds self-efficacy through vicarious experience. The observer infers that if peers with comparable abilities can succeed, they too possess the capability to master the task, thereby raising their confidence and willingness to attempt the activity.

60. (C) I, II and III only
Individuals with high self-efficacy view complex tasks as challenges to master rather than threats to avoid. They display higher intrinsic interest, set challenging goals, and maintain strong commitment. When facing setbacks, they attribute failure to insufficient effort or controllable factors, recovering their confidence rapidly to persist toward success.

61. (B) Unfavorably comparing the student's performance to the top class performer.
Comparing a student unfavorably to high-performing peers damages self-efficacy by highlighting relative deficiency and signaling low capability. Social comparisons of this nature foster performance-avoidance goals, increase anxiety, and cause students to doubt their potential, undermining their confidence and persistence in academic pursuits.

62. (B) Self-efficacy is a task-specific capability judgment; self-esteem is overall self-worth.
Self-efficacy is an evaluative judgment of capability to perform specific actions in designated domains. In contrast, self-esteem is an affective, global assessment of overall personal worth. An individual may demonstrate low self-efficacy in a specific subject like mathematics while maintaining high global self-esteem.

63. (B) Teaching relaxation techniques for physiological arousal with incremental success tasks.
Addressing math anxiety effectively requires managing physiological arousal and providing mastery experiences. Teaching emotional regulation techniques lowers physical stress responses, while scaffolded tasks ensure incremental successes. These combined strategies reduce perceived threat, build confidence step-by-step, and strengthen task-specific self-efficacy in mathematics.

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44. (B) Primary reinforcer
A primary reinforcer is an unlearned, biologically significant stimulus that naturally satisfies an innate physiological need, such as food, water, warmth, or sleep. These reinforcers do not require prior conditioning to function effectively, distinguishing them from secondary reinforcers, which acquire value through learned associations with primary reinforcers.

45. (A) Both A and R are true and R is the correct explanation of A
Attendance is a routine, behavioral expectation rather than a complex cognitive task driven by deep intrinsic curiosity. Providing external recognition like certificates effectively reinforces school attendance without risking the overjustification effect, making it an appropriate administrative strategy to establish positive routine behaviors across a student body.

46. (A) Using a preferred activity to reinforce a less preferred activity.
The Premack Principle states that a high-frequency, preferred behavior can serve as an effective reinforcer for a low-frequency, less preferred behavior. In educational contexts, teachers apply this principle by offering students the opportunity to participate in a desirable activity only after completing a required academic task.

47. (C) Improving competence, understanding material, and developing new skills.
Mastery goals focus on acquiring genuine competence, understanding learning material deeply, and making self-referential progress. Students oriented toward mastery goals view effort as the path to capability, treat mistakes as valuable learning experiences, and maintain high intrinsic motivation and resilience when facing complex academic challenges.

48. (B) SMART goal setting (Specific, Measurable, Achievable, Time-bound)
Defining a clear, quantifiable, realistic, and time-restricted objective exemplifies the SMART goal framework. Specifying the exact target, such as solving eight out of ten algebra problems independently by Friday, provides explicit criteria for measuring progress, focusing cognitive effort, and evaluating goal attainment within a structured timeframe.

49. (B) Setting the goal → Formulating a plan → Self-monitoring → Evaluating performance
Effective goal setting follows a systematic psychological sequence. The learner first establishes a clear objective, then formulates a detailed strategy to achieve it. During execution, the learner engages in self-monitoring to track progress and adjust effort, concluding with evaluating performance against the initial target to inform future goal setting.

50. (B) I and III only
Goals effectively direct cognitive attention toward task-relevant actions and away from distractions. Proximal, short-term goals provide immediate feedback and achievable milestones, making them more effective for sustaining motivation than distant long-term goals alone. Extremely difficult, unattainable goals tend to increase anxiety and induce helplessness rather than maximizing motivation.

51. (A) Mastery-approach goal — Seeking deep understanding and embracing challenge.
A mastery-approach goal orientation involves a focus on learning, deep conceptual understanding, and personal skill development. Learners adopting this orientation embrace challenging tasks as opportunities to grow, evaluate progress based on self-referential standards, and maintain high perseverance and intrinsic engagement during complex problem-solving.

52. (B) Vague goals like "do your best" motivate better than specific goals.
Specific, challenging goals consistently produce higher effort and performance than vague directions like doing one's best. Specific goals establish explicit performance standards, enabling learners to track progress, adjust cognitive strategies, and evaluate outcomes effectively, whereas ambiguous targets offer insufficient operational direction for effort regulation.

53. (D) Performance-avoidance
A performance-avoidance orientation centers on avoiding negative evaluations, public failure, or looking incompetent compared to peers. Setting a goal specifically to avoid achieving the lowest score reflects a motivation driven by fear of negative judgment rather than a desire for skill mastery or superior performance attainment.

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74. (A) Julian Rotter
Julian Rotter formulated the concept of Locus of Control as a core component of Social Learning Theory. It refers to the degree to which individuals believe that outcomes in their lives are controlled by their own actions and effort (internal) versus external forces like luck or fate (external).

75. (B) An external locus of control
Attributing academic failure to environmental conditions such as exam unfairness, poor teaching, or room noise demonstrates an external locus of control. The individual perceives performance outcomes as being caused by external forces outside their personal control, refusing to acknowledge the role of personal effort or capability.

76. (B) Performance results directly from personal effort, study habits, and abilities.
An internal locus of control is characterized by the belief that life outcomes stem directly from personal choices, effort, strategy, and individual actions. Learners with an internal orientation take responsibility for academic results, attributing success or failure to controllable personal factors rather than external circumstances.

77. (B) Helping students set goals, plan strategies, and track effort impact on grades.
Developing an internal locus of control requires explicit experiences linking effort to outcomes. Assisting students in setting realistic goals, implementing effective learning strategies, and systematically tracking how their personal effort directly influences academic grades reinforces the belief that personal actions govern academic success.

78. (B) Internal locus of control correlates with higher achievement and coping skills.
An internal locus of control correlates positively with higher academic performance, persistence, and effective coping strategies. Students who believe their efforts directly determine their outcomes take proactive initiative, utilize self-regulated learning strategies, and bounce back more effectively from academic setbacks.

79. (C) Attributing poor performance to bad luck or poor teaching.
Blaming poor performance on bad luck or poor teaching is characteristic of an external locus of control. Learners with an internal orientation accept personal responsibility for academic outcomes, attributing failure to controllable personal effort or strategy deficits rather than external factors.

80. (B) Conducting attribution retraining on study strategies and outcomes.
Attribution retraining helps students reframe explanations for their performance, shifting attributions from external, unchangeable factors to internal, controllable variables like effort and study strategies. Guiding students to recognize how strategic preparation impacts scores empowers them to adjust habits and take ownership of achievement.

81. (B) External locus of control
Learned helplessness occurs when individuals believe that their actions have no impact on environmental outcomes. This psychological state reflects an extreme external locus of control, where success or failure is viewed as completely governed by uncontrollable forces, leading to passive task avoidance and low persistence.

82. (B) Highlighting past successes achieved through hard work and correct formulas.
Countering fixed-ability attributions requires guiding students to see that competence is malleable and linked to effort. Highlighting past achievements resulting from hard work and strategic problem-solving provides concrete evidence that performance can be improved through personal effort, fostering an internal locus of control.

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83. (A) David McClelland
David McClelland developed the Need for Achievement theory (nAch), identifying it as a fundamental drive shaping human motivation. His work established that individuals high in achievement motivation seek performance excellence, take personal responsibility for problem-solving, and prefer moderate risk challenges with explicit feedback.

84. (A) Accomplishing difficult tasks and attaining standards of excellence.
Achievement motivation is defined by a strong internal drive to master challenging tasks, overcome obstacles, and attain high standards of performance excellence. Learners high in achievement motivation take pride in personal

64. (C) Engage in task-avoidance behaviors or procrastination.
Low self-efficacy leads individuals to doubt their capabilities when confronted with large or challenging assignments. Expecting failure, students experience heightened anxiety and frequently engage in task avoidance or procrastination as psychological defense mechanisms to protect their self-worth from perceived inevitable failure.

65. (C) A is true but R is false
Social Learning Theory demonstrates that individuals acquire new behaviors observationally by watching models, without needing direct physical experience or immediate reinforcement. Learning involves internal cognitive processing rather than simple behavioral conditioning reflexes, enabling observers to store symbolic representations of actions for performance at later times.

66. (B) Attention, Retention, Reproduction, Motivation
Observational learning follows four sequential cognitive-behavioral phases according to Bandura. The learner must first pay attention to the model's behavior, retain the information in memory, possess the motor capability to reproduce the action, and finally experience sufficient motivation to execute the learned behavior.

67. (B) Children learn and imitate aggressive behaviors observed in adult models.
Albert Bandura's Bobo doll experiment demonstrated that children readily learn and reproduce novel aggressive behaviors displayed by adult models. The study highlighted observational learning, proving that exposure to modeled actions leads to behavioral acquisition without the necessity of direct reinforcement given to the learner.

68. (C) Observational learning and peer modeling
Peer mentoring programs leverage social cognitive principles by providing relatable positive models. Junior students observe older peers displaying effective study habits, social behaviors, and self-regulation. Seeing similar models succeed provides vicarious learning and enhances observers' self-efficacy to adopt comparable positive habits.

69. (D) Motivation — The learner must receive a biological reward to reproduce behavior.
Motivation in observational learning does not depend strictly on biological rewards. It can stem from vicarious reinforcement, internal self-reinforcement, or expectations of future social rewards. Learning occurs through cognitive observation, while performance is regulated by expected outcomes rather than immediate physical drive satisfaction.

70. (A) I and II only
Teachers function as key models whose attitudes and instructional habits are frequently emulated by students. Seeing peers rewarded for appropriate behavior provides vicarious reinforcement, increasing the likelihood that observing students will adopt similar actions. Learning can remain latent in memory for future reproduction rather than manifesting immediately.

71. (B) Cognitive/Personal factors, Behavior, and Environmental influences
Reciprocal determinism posits that human functioning results from continuous, dynamic interaction among three reciprocal forces: internal cognitive and personal factors, behavioral patterns, and environmental influences. Each component continuously influences and is influenced by the others in shaping individual learning and behavior.

72. (B) Observing a peer reprimanded for a behavior and subsequently avoiding it.
Vicarious punishment occurs when an observer watches another individual experience negative consequences for a specific behavior. Observing the reprimand enables the onlooker to anticipate similar undesirable outcomes for themselves, thereby reducing the likelihood that the observer will perform the punished behavior.

73. (B) The model is perceived as completely unrelatable and highly dissimilar to the observer.
Effective modeling requires observers to identify with the model. Individuals are significantly more likely to pay attention to and imitate models who are perceived as relatable, similar in background or status, competent, and possessing admired traits, whereas unrelatable models fail to inspire imitation.

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116. (C) Inability to understand metaphors or sarcasm
Adolescent cognitive development is marked by an enhanced ability to comprehend figurative language, metaphors, irony, and sarcasm. Abstract mental capabilities allow adolescents to process subtle linguistic nuances and dual meanings, moving well beyond the literal interpretations characteristic of concrete operational thought.

117. (A) Providing opportunities for guided inquiry, critical thinking, and open discussions.
Pedagogical approaches for adolescents should align with their emerging capacity for abstract, formal operational thought. Providing opportunities for guided inquiry, critical thinking, problem-solving, and structured debates stimulates cognitive development, satisfies intellectual curiosity, and fosters deep conceptual understanding across subject domains.

118. (B) Transitioning to conventional moral reasoning, valuing laws, social order, and expectations.
During adolescence, individuals typically transition into Kohlberg's conventional level of moral reasoning. Moral judgments become increasingly centered on maintaining social approval, fulfilling interpersonal duties, respecting authority, and upholding legal structures and social order to ensure smooth societal functioning.

119. (A) Conceptualize abstract moral concepts like justice and equity.
Involving adolescents in drafting institutional policies engages their formal operational capacity to conceptualize abstract moral principles, such as justice, fairness, and mutual rights. This experience fosters social responsibility, applies abstract ethics to real-world governance, and supports post-conventional moral development.

120. (B) The Imaginary Audience
The imaginary audience is an adolescent egocentric belief that one is constantly the focus of everyone else's attention and scrutiny. Adolescents mistakenly project their intense self-consciousness onto others, assuming that peers and adults are equally preoccupied with their physical appearance, behavior, and flaws.

121. (B) Belief that feelings are unique and they are invulnerable to harm.
David Elkind's concept of the Personal Fable describes an adolescent egocentric belief in their complete uniqueness and invulnerability. Adolescents often feel that their personal experiences and emotions are entirely unmatchable by others, which can foster feelings of isolation or encourage dangerous, risk-taking behaviors due to perceived immunity from harm.

122. (C) Parents to peers
Social development during adolescence is marked by a reallocation of emotional attachment from parents toward peer networks. While family relationships remain crucial, peers become primary sources of emotional support, social validation, companionship, and identity exploration as adolescents work to establish personal autonomy.

123. (B) Peer conformity and need for social belonging
The drive for peer acceptance and fear of social exclusion peak in early adolescence. Students often alter their behavior to conform to group norms, engaging in disruptive actions to secure status, approval, and belonging within a specific peer group, even when those actions contradict their individual standards.

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124. (C) Autonomy development — Complete rejection of all social relationships.
Developing autonomy involves establishing emotional and behavioral independence while maintaining healthy social connections. It entails developing self-direction and personal decision-making, rather than completely severing social ties or isolating oneself from supportive relationships with family, teachers, and peers.

125. (A) Both A and R are true and R is the correct explanation of A
Adolescence involves significant physiological, emotional, and social changes that can generate stress. Social-emotional learning programs provide explicit instruction in self-awareness, emotion regulation, interpersonal skills, and responsible decision-making, equipping students with essential psychological tools to navigate complex developmental challenges successfully.

accomplishment and strive continuously to improve their individual competence.

85. (A) Both A and R are true and R is the correct explanation of A
Individuals with high achievement motivation prefer tasks of intermediate difficulty. Moderate challenges require substantial effort and skill, offering genuine feelings of personal mastery upon success. Unreasonably easy tasks offer no psychological satisfaction, while extremely difficult tasks make outcomes dependent on chance rather than personal ability.

86. (B) Setting clear expectations, encouraging calculated risks, and recognizing effort.
Fostering achievement motivation involves creating an environment that balances clear goals with manageable challenge. Setting explicit standards, encouraging students to take calculated intellectual risks, and recognizing effort and process progress cultivates self-efficacy, internal locus of control, and a desire for sustained academic excellence.

87. (B) It involves a desire for immediate tangible external rewards for every minor task.
Need for Achievement represents an intrinsic drive centered on personal mastery, excellence, and internal satisfaction. Individuals high in nAch are motivated by constructive feedback and task success rather than constant reliance on external tangible incentives, which can actually distract from intrinsic task accomplishment.

88. (B) A decline in achievement motivation and increase in failure-avoidance behaviors.
Consistently administering excessively difficult assessments where failure is inevitable damages self-efficacy across all skill levels. Repeated failure reduces achievement motivation and fosters a performance-avoidance orientation, leading students to adopt defensive strategies, such as procrastination or disengagement, to protect self-esteem.

89. (B) Need for Affiliation — Preferring group work and seeking approval.
McClelland's Need for Affiliation refers to the desire to establish, maintain, and restore positive interpersonal relationships. Students driven by high affiliation needs prefer collaborative group activities, seek social inclusion, and value approval and harmonious interactions with peers and teachers over competitive individualistic environments.

90. (C) I and III only
Students with high achievement motivation seek situations where they take personal responsibility for finding solutions to problems. They thrive on concrete, informational feedback regarding performance progress. They set moderately challenging goals rather than low, easily achieved targets, maximizing satisfaction derived from genuine mastery.

91. (C) The motive to achieve success (High nAch)
Choosing moderately challenging topics reflects a high drive to achieve success. Learners with high achievement motivation balance challenge and feasibility, picking tasks that require meaningful effort to master while avoiding trivial easy options or impossibly difficult tasks where success relies primarily on luck.

92. (C) Providing scaffolds to help students succeed at progressively difficult tasks.
Providing instructional scaffolds enables students to successfully navigate increasingly difficult tasks, experiencing genuine mastery. Incremental success builds self-efficacy and supports achievement motivation, unlike practices such as normative grading, fixed-ability praise, or intolerance for mistakes, which suppress the drive to excel.

93. (A) How students perceive the causes of their academic successes and failures.
Bernard Weiner's Attribution Theory analyzes how individuals interpret events and attribute causes to their success or failure. The theory explains how these cognitive attributions influence emotional reactions, future expectations of performance, self-efficacy, and overall academic motivation within learning environments.

94. (D) Visibility (visible or invisible)
Weiner's Attribution Theory classifies causes along three specific dimensions: Locus (internal vs. external location of cause), Stability (whether the cause changes over time), and Controllability (whether the cause can be altered through effort or control). Visibility is not a recognized dimension within this framework.

95. (B) Internal, stable, and uncontrollable
Attributing failure to a lack of general intelligence locates the cause within the individual (internal),

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understanding, constructivism sustains deep cognitive investment and long-term subject interest.

35. (B) Internal locus of control and self-determination
Allowing students to select reading materials, assign roles, and direct discussions fosters a strong sense of ownership and autonomy over their learning. This instructional shift strengthens their internal locus of control and satisfies the core need for self-determination. Consequently, students attribute outcomes to their choices, increasing engagement and intrinsic motivation.

36. (B) Presenting a paradoxical phenomenon that contradicts students' current understanding.
Introducing a paradoxical phenomenon creates cognitive conflict, disrupting existing mental schemas and inducing disequilibrium. According to Piagetian principles, this cognitive imbalance triggers natural curiosity and a desire to resolve the inconsistency. To restore equilibrium, students engage in deeper thinking, exploration, and conceptual reorganization, driving intrinsic motivation to learn.

37. (B) An external reward for an interesting task decreases intrinsic motivation.
The overjustification effect occurs when the introduction of an explicit external reward for an activity that was previously performed for sheer enjoyment causes a drop in intrinsic motivation. The individual attributes their participation to the external incentive rather than internal interest, reducing their natural desire to pursue the activity once rewards stop.

38. (B) The external reward undermined students' intrinsic motivation to read.
Providing external incentives like coupons for reading books shifts the perceived reason for reading from internal enjoyment to securing external rewards. When the reward program ends, the external motivation vanishes, while the original intrinsic desire has been diminished by the overjustification effect, resulting in reduced overall reading behavior.

39. (B) It shifts focus to the reward, reducing creativity and risk-taking.
High-stakes tangible rewards direct student focus toward securing the incentive quickly and safely. This external pressure encourages learners to take shortcuts, choose easier paths, and avoid creative risk-taking. Consequently, reliance on high-stakes external incentives restricts flexible analytical thinking and reduces the depth of cognitive problem-solving.

40. (B) Performance-contingent rewards can foster risk aversion and preference for easy tasks.
When rewards are tied to perfect completion or high marks, students often become risk-averse to protect their chances of earning the incentive. They select easier tasks that guarantee success rather than challenging themselves. This behavior demonstrates how external incentives can inadvertently suppress the desire for intellectual challenge and deeper skill mastery.

41. (C) When the reward provides unexpected, positive, informational feedback on competence.
Extrinsic rewards are least harmful to intrinsic motivation when they are unexpected and convey positive informational feedback regarding competence. When rewards highlight personal accomplishment and skill mastery without feeling controlling, they satisfy the psychological need for competence, thereby supporting or even enhancing underlying intrinsic interest in the task.

42. (C) Praise should be specific, sincere, and focused on effort and strategy rather than innate ability.
Effective verbal praise should accurately detail specific accomplishments, emphasize controllable effort, and highlight successful strategies used during learning. Praising process rather than fixed innate ability encourages a growth mindset, builds internal locus of control, and reinforces resilience, preventing the performance anxiety associated with generic or ability-focused praise.

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43. (B) Performance-contingent rewards depend on performance quality, providing competence feedback.
Performance-contingent rewards are awarded based on achieving specific standards of excellence or quality. Because they provide clear feedback regarding an individual's competence and mastery, they can support intrinsic motivation if administered supportively. In contrast, task-contingent rewards are given simply for completing an activity, regardless of performance quality.

106. (B) Design policies balancing structure with student autonomy.
Understanding adolescent development enables administrators to construct institutional policies that balance clear behavioral expectations with opportunities for student choice and self-direction. Recognizing adolescents' need for emerging independence reduces defiance, supports self-regulation, and fosters a positive, respectful school climate conducive to learning.

107. (C) Physical changes during puberty do not impact student self-esteem.
Physical changes during puberty exert a profound impact on adolescent self-concept, body image, and self-esteem. Rapid bodily alterations, varying rates of physical maturity, and hormonal shifts directly influence social status, self-perception, and emotional well-being within school environments, making body image a central concern.

108. (D) Identity vs. Role Confusion
According to Erikson's psychosocial theory, adolescence is dominated by the conflict between Identity and Role Confusion. Individuals explore different roles, occupations, and belief systems to establish a coherent self-concept; failure to resolve this stage successfully results in identity diffusion and uncertainty about future societal roles.

109. (B) Identity Moratorium
James Marcia defined Identity Moratorium as a state where an adolescent is actively experiencing an identity crisis, actively exploring various roles, ideologies, and vocational choices, but has not yet made firm, definitive commitments. It represents a healthy phase of active identity exploration.

110. (A) I and II only
Modern adolescent psychology highlights the necessity of providing safe emotional environments and opportunities for meaningful participation in governance. Adolescents thrive when granted voice and autonomy; demanding unquestioned obedience triggers defiance, suppresses critical thinking, and hinders healthy social and moral development.

111. (B) Peer approval sensitivity and dopamine rewards with immature impulse control.
Elevated risk-taking during adolescence results from heightened sensitivity to peer approval and an active neurological reward system that responds strongly to dopamine. Coupled with an immature prefrontal cortex responsible for impulse control, adolescents tend to prioritize immediate social rewards over potential long-term risks.

112. (D) Formal operational stage
According to Piaget, adolescence marks the onset of the formal operational stage of cognitive development. Individuals move beyond concrete, visible operations to think abstractly, engage in systematic propositional logic, reason hypothetically, and evaluate complex possibilities and counterfactual scenarios systematically.

113. (B) Systematically generating and testing hypotheses to solve abstract problems.
Hypothetico-deductive reasoning is the formal operational capacity to develop systematic hypotheses regarding a problem, isolate variables methodically, and deduce logical, empirical conclusions. This cognitive milestone allows adolescents to handle abstract scientific concepts, evaluate complex relationships, and solve multi-step problems systematically.

114. (C) Abstract and multidimensional thinking
Ethical debates on complex societal issues require evaluating abstract values, considering multiple perspectives simultaneously, and understanding hypothetical future consequences. These activities directly engage and develop the formal operational capabilities of adolescents, fostering high-level critical analysis, multidimensional reasoning, and moral reflection.

115. (B) Combinatorial reasoning and scientific thinking
Methodically isolating one variable at a time while holding others constant demonstrates combinatorial logic and formal operational scientific thinking. This approach illustrates the transition from intuitive trial-and-error to systematic hypothesis testing, characteristic of formal operational cognitive processing in adolescence.

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considers it fixed over time (stable), and views it as something that cannot be altered by effort (uncontrollable). This combination severely damages motivation and increases vulnerability to learned helplessness.

96. (C) Internal, unstable, controllable factors (e.g., effort or study strategy).
Attributing failure to internal, unstable, and controllable factors like effort or learning strategies empowers students. Because these elements can be altered through personal choice and hard work, learners recognize that future outcomes can improve, preserving emotional resilience and fostering persistent academic effort.

97. (B) Students attributing success to effort are more likely to work hard.
Attributing academic success to controllable factors like effort and strategy reinforces an internal locus of control and builds self-efficacy. Students recognize that their achievements result directly from personal diligence, motivating them to maintain high effort and employ effective learning strategies in future tasks.

98. (C) "I got lucky with the specific questions asked." (Luck)
Attributing a high score to luck locates the cause outside the learner (external), acknowledges that chance fluctuates across situations (unstable), and recognizes that luck cannot be directly commanded or managed by the individual (uncontrollable). This contrast emphasizes how chance differs from effort or ability.

99. (A) II, IV, III, I
Attribution retraining begins with identifying the student's maladaptive attributions regarding failure. The teacher then introduces effective learning strategies, provides a scaffolded task ensuring a successful mastery experience, and finally guides the student to explicitly attribute their positive outcome to strategy usage and effort.

100. (A) I, II and III only
Attributing failure to stable factors creates expectations of future failure, while attributing failure to controllable effort induces constructive guilt that promotes future action. Internal attributions for success enhance self-esteem. However, attributing success to uncontrollable external factors like luck undermines intrinsic drive rather than increasing it.

101. (B) Learned helplessness
Believing that academic failures stem from internal, stable, and uncontrollable factors like low intelligence leads students to feel that personal effort is useless. This cognitive state creates learned helplessness, characterized by passive disengagement, low persistence, task avoidance, and severe lack of academic motivation.

102. (C) "You did great; your hard work and new study strategies really paid off."
Effective feedback attributes positive performance to internal, controllable, and unstable factors, such as personal effort and strategy selection. Reinforcing the connection between specific actions and positive outcomes fosters a growth mindset, strengthens internal locus of control, and encourages sustained effort on future tasks.

103. (B) G. Stanley Hall
G. Stanley Hall, widely considered the father of adolescent psychology, coined the phrase "Storm and Stress" (Sturm und Drang) to describe the turbulent nature of adolescence. He conceptualized this developmental period as inherently characterized by emotional volatility, conflict with authority, and heightened risk-taking behavior.

104. (B) The search for identity and autonomy.
The defining psychological characteristic of adolescence is the quest for personal identity and autonomy. During this developmental phase, individuals examine personal values, experiment with roles, seek independence from parental control, and rely increasingly on peer relationships to establish a stable sense of self.

105. (A) Both A and R are true and R is the correct explanation of A
Adolescent mood fluctuations and emotional reactivity stem from asynchronous brain development. The limbic system, which processes emotions and rewards, matures significantly faster during puberty than the prefrontal cortex, which governs executive function, decision-making, and impulse control, leading to heightened emotionality and impulsivity.

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126. (B) Shared reputation, stereotype, and social identity.
In adolescent social structures, crowds are large, reputation-based groups defined by shared stereotypes, activities, or social perceptions rather than close personal interactions. Unlike cliques, which are small intimate peer groups, crowds establish social identity and place individuals within the broader school hierarchy.

127. (C) Absolute dependence on peer approval for every decision.
Late adolescence is characterized by decreasing reliance on peer approval as individuals consolidate a stable identity and internal values. Healthy emotional development involves achieving personal autonomy, self-regulation, and independent decision-making, moving past the intense peer conformity typical of early adolescence.

128. (B) Increased student rebellion, covert defiance, and disengagement.
Imposing rigid, authoritarian rules without clear explanations directly conflicts with adolescents' developmental need for autonomy and rationale. This approach often escalates power struggles, provokes covert defiance, damages trust, and leads to disengagement from the institutional climate.

129. (B) The adolescent's push for autonomy clashing with parental control.
Parent-adolescent conflict increases in early adolescence due to the clash between the youth's growing push for personal autonomy and traditional parental control. As adolescents seek independence over choices, boundaries are negotiated, creating temporary tension until relationship dynamics adapt to support emerging maturity.

130. (A) I and II only
Teachers support adolescent emotional growth by acting as trustworthy, supportive non-parental adults and maintaining safe environments for open communication. Public humiliation damages self-esteem, destroys psychological safety, and increases emotional reactivity, directly contradicting sound pedagogical practice.

131. (B) Actions disrupting the learning environment or harming self/others.
Behavioral issues in classroom contexts refer to actions that interfere with academic instruction, impede educational activities, disrupt safety, or inflict physical or emotional harm on oneself or others. Addressing these behaviors requires systematic functional assessment and targeted instructional support.

132. (B) To obtain attention, escape a task, or gain a tangible item.
Functional behavioral analysis shows that classroom disruptions usually serve clear functions for the student. Most behaviors occur either to obtain something desirable, such as peer or teacher attention and tangible rewards, or to avoid an undesirable situation, like difficult tasks or social discomfort.

133. (C) Task avoidance due to academic frustration or lack of understanding.
When disruptive behavior consistently occurs immediately before a challenging task, its primary function is escape or task avoidance. The student acts out to be removed from class or to derail instruction, protecting self-esteem by avoiding public demonstration of academic difficulty or failure.

134. (C) Mismatch between learning needs and the instructional environment.
Classroom behavioral problems frequently arise from an imbalance between a student's cognitive, physical, or emotional needs and the instructional design. Material that is too difficult, overly repetitive, unengaging, or lacking physical movement breaks often leads to frustration or boredom, triggering disruptive actions.

135. (B) Incorporate structured movement breaks or active learning tasks into the lesson.
Addressing physical restlessness in kinesthetic learners requires aligning instructional strategies with developmental needs. Integrating structured movement, hands-on tasks, and active learning opportunities allows students to channel physical energy productively, reducing off-task behavior while maintaining focus on academic goals.

136. (B) Psychosocial stress and emotional trauma.
Sudden shifts in student behavior, such as withdrawal, irritability, or defiance in previously well-behaved individuals, often signal external

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worsen long-term academic stress. While they offer brief emotional relief, delaying tasks increases workload pressure, heighten test anxiety, and damages self-efficacy over time.

159. (B) High anxiety due to fear of making mistakes, leading to burnout.
Perfectionism sets unrealistically high performance standards coupled with harsh self-criticism. High-achieving students driven by perfectionism experience elevated anxiety due to fear of minor errors, leading to chronic stress, reduced risk-taking, and eventual academic burnout.

160. (B) Validating feelings, teaching stress regulation, and setting balanced schedules.
Addressing severe student burnout requires empathetic support and practical coping strategies. Counselors should validate emotional distress, provide stress-regulation tools, and work collaboratively to establish balanced study schedules that prioritize adequate rest, exercise, and sustainable preparation routines.

161. (B) Assessing the social structure and peer relationships within a group.
Sociometry is an empirical technique used to map and measure patterns of social attraction, peer acceptance, and group cohesion. By analyzing social choices, educators identify group dynamics, popular nodes, isolated students, and social sub-clusters within a classroom.

162. (B) Jigsaw classroom method.
The Jigsaw classroom strategy promotes cooperative learning by assigning each student a specific, unique piece of a larger project. Students must share information to complete the task, creating positive interdependence, reducing prejudice, and improving interpersonal relationships across diverse peer groups.

163. (B) Social loafing
Social loafing describes the tendency for individuals to exert less effort when working collectively on a group task than when working individually. It occurs primarily when individual contributions are not specifically identified or evaluated, reducing personal accountability.

164. (A) Peer influence only has negative effects on adolescent behavior.
Peer influence produces both positive and negative outcomes. While peer pressure can encourage risky actions, positive peer dynamics can foster academic engagement, prosocial choices, emotional support, and healthy social development, making peer networks a key developmental asset.

165. (A) Both A and R are true and R is the correct explanation of A
Managing classroom seating patterns directly affects the physical and social learning environment. Seating arrangements influence visual attention, teacher proximity, peer interaction networks, and off-task behavior, making intentional seating design an effective tool for optimizing classroom engagement.

166. (B) Suppressing dissenting opinions and prioritizing group harmony over critical evaluation.
Groupthink is a psychological phenomenon where the desire for group harmony leads members to suppress dissenting viewpoints, avoid critical analysis, and reach unexamined consensus. It reduces individual critical thinking, resulting in flawed group decision-making processes.

167. (B) Establishing house systems, peer mentoring, and collaborative clubs.
Fostering supportive school-wide peer dynamics requires structural opportunities for cooperative interaction. Establishing house systems, peer mentoring frameworks, and inclusive clubs promotes a sense of belonging, cross-grade connections, and collaborative community values across the school population.

168. (C) Strategically assigning the new student to a group with empathetic peers.
Facilitating social integration for new students requires intentional group structuring. Assigning a new student to work collaboratively with welcoming, empathetic peers provides structured opportunities for positive social interactions, helping break down group barriers naturally.

169. (C) In-group vs. Out-group polarization among students.
In-group versus out-group polarization creates division, rivalry, and social exclusion, directly undermining psychological safety and cooperative classroom dynamics. Healthy learning climates rely on shared identity, mutual respect, and inclusive social structures across all students.

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causes of aggressive behavior or teach prosocial skills. Suspension isolates students and damages school connectedness, whereas restorative programs build empathy, accountability, and systemic behavioral change.

148. (B) The original source of frustration cannot be safely or practically attacked.
Displaced aggression occurs when an individual redirects hostility from the actual source of frustration onto a safer, accessible substitute target. When attacking the primary source, like an authority figure, carries high risk or penalty, hostility is displaced onto inanimate objects or peers.

149. (B) Providing a keyboard or scribe, removing the fine motor source of frustration.
Proactive behavioral intervention targets the underlying trigger identified in a functional assessment. When writing assignments evoke task-evasive aggression due to fine motor deficits, providing accommodations like keyboards or scribes removes the frustration, facilitating learning without disruptive behavior.

150. (A) I and II only
Restorative justice practices and teaching assertive communication through "I" statements represent effective behavioral interventions. They foster accountability, empathy, and constructive problem-solving, whereas public shaming damages self-concept, destroys trust, and increases anti-social tendencies.

151. (B) Worry or unease specifically related to educational tasks, testing, or performance.
Academic anxiety is a state of distress, tension, and apprehension associated with academic demands. It involves cognitive components, like catastrophic worrying, alongside physiological arousal, which can impair working memory capacity, concentration, and performance on evaluations.

152. (C) Moderate arousal facilitates optimal performance, but extreme levels impair it.
The Yerkes-Dodson Law dictates an inverted-U relationship between physiological arousal and task performance. A moderate level of anxiety maintains focus and alertness, enhancing efficiency, whereas excessively high anxiety overloads cognitive resources, impairing working memory and performance on complex tasks.

153. (B) Allowing private presentations or providing an alternative assessment format.
Supporting students with severe performance anxiety involves providing reasonable accommodations that evaluate target knowledge without triggering physiological freeze responses. Offering private demonstrations or alternative written formats lowers threat levels, enabling accurate demonstration of academic competence.

154. (C) Progressive Muscle Relaxation — Increasing physical tension continually until exhaustion.
Progressive Muscle Relaxation involves systematically tensing and then consciously releasing muscle groups to achieve physiological relaxation. It aims to increase bodily awareness and reduce muscle tension, rather than building physical tension to the point of exhaustion.

155. (B) Somatic manifestations of acute academic stress and anxiety.
High anxiety and stress trigger autonomic nervous system responses, manifesting as physical somatic complaints, such as tension headaches and gastrointestinal distress. During high-stakes evaluation periods, students often experience these somatic symptoms in the absence of organic physical illness.

156. (C) Emphasizing that the test determines all future success.
Framing assessments as high-stakes events that dictate future life outcomes increases evaluation pressure, inducing catastrophic thinking and test anxiety. Conversely, using formative assessments, providing clear study guides, and allowing generous completion time lowers threat perceptions and supports performance.

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157. (A) The Principal should ensure timetables incorporate breaks, physical education, and manageable homework policies.
Principals shape systemic school environments by balancing academic demands with wellness policies. Structuring balanced timetables, incorporating physical activity, protecting breaks, and establishing manageable homework guidelines prevents academic overload, creating a supportive climate that reduces chronic stress.

158. (C) Engaging in chronic procrastination and task avoidance.
Chronic procrastination and task avoidance represent maladaptive coping strategies that

CHAPTER 09
Assessment for Learning

1. Which of the following best defines the primary purpose of Assessment for Learning (AfL) in a classroom setting?
(A) To evaluate students at the end of a unit for grading purposes
(B) To gather ongoing evidence to inform and adjust instructional strategies
(C) To compare a student's performance against national norms
(D) To fulfill the statutory requirement for term-end documentation

2. In the context of pedagogical practice, Assessment for Learning differs from traditional testing primarily because it is:
(A) Exclusively quantitative in its approach
(B) Designed to rank students based on their intelligence quotient
(C) Administered solely by external examining bodies
(D) Integrated continuously into the teaching-learning process

3. Which of the following statements incorrectly describes a characteristic of Assessment for Learning?
(A) It involves students in their own learning process
(B) It focuses on identifying learning gaps to provide immediate support
(C) It provides actionable feedback to both teachers and students
(D) It is primarily summative and used for certification

4. A Principal observes a classroom where a teacher conducts a quick five-minute exit slip activity at the end of the lesson. The teacher uses these slips to plan the next day's instruction. Which specific assessment paradigm is being utilized in this scenario?
(A) Assessment of Learning
(B) Assessment as Learning
(C) Assessment for Learning
(D) Diagnostic standardized assessment

5. Consider the following statements regarding Assessment for Learning:
I. It emphasizes moving away from assigning grades on every piece of student work.
II. It requires teachers to modify their teaching based on student responses.
III. It is mostly conducted at the culmination of the academic year.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

6. A teacher who effectively implements Assessment for Learning will most likely use which of the following approaches?
(A) Conducting a formal high-stakes examination at the end of the academic term
(B) Creating a public merit list to display prominently on the classroom notice board
(C) Using externally normed, standardized multiple-choice tests exclusively
(D) Providing targeted written feedback on specific areas for student improvement

7. Assessment for Learning is fundamentally rooted in which educational philosophy?
(A) Behaviorism
(B) Essentialism
(C) Perennialism
(D) Constructivism

8. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Assessment for Learning shifts the focus from teaching to learning.
Reason (R): It provides continuous feedback that enables students to monitor their progress and teachers to adapt their instruction.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false

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170. (A) I and II only
Effective peer tutoring benefits both participating students. Tutees receive personalized instruction, while peer tutors solidify their own conceptual understanding and gain self-efficacy. This collaborative interaction fosters mutual respect, enhancing overall classroom cohesion.

171. (B) High teacher expectations leading directly to improved student performance.
The Pygmalion Effect refers to the psychological phenomenon where higher expectations held by teachers lead to an increase in student performance. When educators expect high achievement, they unconsciously alter their instructional behavior, providing more support and challenge, which elevates outcomes.

172. (A) Self-fulfilling prophecy
The Pygmalion Effect operates as a self-fulfilling prophecy. An initial expectation held by a teacher leads to behaviors that subtly communicate those expectations. Students perceive these expectations, adapt their self-efficacy and effort accordingly, and ultimately perform in ways that confirm the teacher's original beliefs.

173. (B) The teacher provided a warmer climate, more challenges, and feedback.
Teachers who hold high expectations for specific students subtly alter their behavior by offering a warmer socio-emotional climate, providing clearer feedback, assigning more challenging tasks, and granting longer response times. These supportive behaviors directly facilitate higher cognitive growth and improved performance.

174. (B) Golem Effect — Low expectations lead to decreased performance.
The Golem Effect is the psychological counterpart to the Pygmalion Effect, where low expectations held by teachers lead directly to reduced student performance. Communicating low expectations damages self-efficacy, reduces learning opportunities, and results in lower academic achievement.

175. (B) The Golem Effect
Assuming students in remedial tracks cannot handle abstract content leads to reduced cognitive challenge, limited feedback, and mechanical drill tasks. This communication of low expectations lowers student self-efficacy and restricts academic growth, illustrating the Golem Effect in action.

176. (A) Teachers often give less wait-time for answers to low-achieving students.
Research on teacher expectations reveals that educators often give shorter wait-times to students perceived as low achievers. This practice limits opportunities for those students to process information, reinforcing performance disparities and implicitly communicating low confidence in their capabilities.

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177. (C) Categorizing students permanently based on their initial diagnostic test scores.
Permanently tracking or labeling students based on early test scores reinforces rigid expectations, limits access to advanced learning, and fosters fixed-mindset orientations. Mitigating expectation bias requires flexible grouping, reflective practice, blind grading, and equitable participation systems.

178. (B) Negative expectations induce learned helplessness and external locus of control.
Low teacher expectations reduce opportunities for meaningful challenge and constructive feedback. When students realize that personal effort does not change teacher perceptions or learning outcomes, they develop learned helplessness and adopt an external locus of control, viewing success as dependent on external factors.

179. (B) "I hold high standards for all students and provide necessary scaffolding."
Equitable application of teacher expectations involves setting high academic standards for all learners while providing differentiated scaffolding tailored to individual needs. This approach reflects confidence in student potential while offering the necessary instructional support for everyone to achieve competence.

180. (B) I, II and III only
Communicating low expectations often manifests through subtle non-verbal and instructional behaviors, such as physical distance, reduced eye contact, and accepting incomplete answers without probing. In contrast, providing detailed constructive feedback demonstrates high expectations and a investment in student learning growth.

psychosocial stress or trauma. Major family disruptions disrupt emotional stability, draining cognitive resources and manifesting as behavioral changes in class.

137. (C) Providing clear, predictable routines and visual schedules.
Clear, predictable routines and visual schedules reduce anxiety, clarify expectations, and facilitate smooth activity transitions. These proactive classroom strategies minimize uncertainty and confusion, preventing behavioral disruptions, unlike coercive tactics, power struggles, or inconsistent enforcement.

138. (C) Zero-tolerance expulsion policies are most effective for minor disruptions.
Zero-tolerance, punitive expulsion policies for minor disruptions are ineffective for long-term behavioral change. They alienate students, increase dropout rates, and fail to teach alternative positive behaviors. Effective management prioritizes supportive interventions, functional assessments, and positive teacher-student relationships.

139. (B) Positive Behavioral Interventions and Supports (PBIS) frameworks.
Positive Behavioral Interventions and Supports (PBIS) is an evidence-based framework for establishing a safe behavioral climate. It focuses on setting clear expectations, explicitly teaching prosocial behaviors, continuously reinforcing positive actions, and using multi-tiered interventions to support varied student needs.

140. (A) I, II and III only
Environmental stressors such as poor acoustics, lighting problems, overcrowding, and unstructured transitions directly trigger behavioral issues by causing physical discomfort, sensory overload, and behavioral confusion. Conversely, well-paced, engaging instruction reduces disruptions by keeping students focused on productive tasks.

141. (B) Deliberate, planned behavior aimed at obtaining a goal or dominating others.
Proactive aggression is a cold, calculated, goal-oriented behavior executed to achieve specific outcomes, such as material gain, social dominance, or control over others. It differs from reactive aggression, which is an impulsive, emotional reaction to a perceived provocation or threat.

142. (B) Separate students, ensure physical safety, and allow time to cool down.
De-escalating acute conflict requires prioritizing physical safety and reducing physiological arousal. The immediate action is separating the involved individuals, removing onlookers, maintaining a neutral tone, and providing a quiet cool-down period before attempting investigation or conflict resolution.

143. (A) I, IV, II, III
The conflict cycle begins when a student experiences an initial stressful trigger, leading to internal feelings of anger or frustration. These emotions manifest as observable aggressive behavior, which in turn triggers a reaction from the teacher, often continuing the cycle if unmanaged.

144. (C) Maintaining a calm tone, respecting space, and avoiding hostile body language.
Managing aggressive behavior requires de-escalation techniques. Teachers should keep a calm tone, maintain non-threatening body language, respect physical personal space, and avoid power struggles. Aggressive counter-reactions or public sarcasm escalate physiological arousal and heighten hostility.

145. (A) Both A and R are true and R is the correct explanation of A
Reactive aggression often stems from social information processing deficits, such as hostile attribution bias and poor emotion regulation. Teaching conflict resolution and self-calming strategies equips students with alternative cognitive tools, directly reducing defensive physical outbursts in class.

146. (C) Relational aggression
Relational aggression involves harm caused by damaging someone's social relationships, reputation, or peer status. Common forms include spreading malicious rumors, secret manipulation, and social exclusion, targeting social acceptance rather than inflicting physical injury.

147. (C) Relying solely on short-term suspensions without restorative practices.
Relying exclusively on short-term suspensions without restorative practices fails to address root

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of fear of making mistakes and being judged as lacking inherent ability.

192. (C) "Great job! I'm proud of your effort and the new strategies you tried when stuck."
Process praise highlights controllable effort, effective learning strategies, and persistence. Praising the specific approach taken to solve a problem reinforces a growth mindset, encouraging students to treat challenges as opportunities to develop intelligence through strategic effort.

193. (A) Praise focuses on final products; encouragement focuses on effort and progress.
Praise evaluates a finished outcome or fixed attribute, often delivering external judgment. Encouragement focuses on the process, highlighting effort, progress, and personal growth. Encouragement fosters internal self-evaluation and resilience by validating hard work independent of immediate perfection.

194. (B) Demotivate students by signaling low teacher expectations of their abilities.
Overusing unearned praise for simple tasks can backfire by sending a message of low expectations. Students infer that the teacher considers them incapable of higher achievement, which undermines self-efficacy, lowers intrinsic motivation, and reduces engagement with challenging academic material.

195. (C) "I noticed your focus on mixing those colors. How do you feel about it?"
Effective encouragement emphasizes observational feedback on effort and invites internal self-evaluation. Pointing out specific details of the work process without imposing external judgments encourages reflection, builds intrinsic satisfaction, and supports sustained engagement in creative tasks.

196. (D) It compares performance favorably to peers to create competition.
Effective, motivating praise focuses on individual mastery, personal effort, and specific task accomplishments relative to past performance. Comparing performance to peers creates competitive pressure, promotes performance goals, and undermines intrinsic motivation for non-top performers.

197. (C) Process praise — "You must be highly intelligent to get this score."
Attributing a score to innate intelligence represents person praise, not process praise. Process praise explicitly attributes outcomes to controllable strategies, perseverance, and effort, whereas ability-focused praise fosters a fixed mindset regarding capability.

198. (B) Avoiding challenging tasks to prevent potential failure and looking unintelligent.
Praising innate intelligence leads students to value appearing smart above learning. To protect this fragile label, students often avoid challenging assignments, selecting easy tasks that guarantee success while shunning opportunities that carry a risk of mistake or failure.

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199. (B) Using portfolios that track personal growth and effort over time.
Cultivating a culture focused on continuous improvement involves emphasizing individual growth rather than social comparison. Using student portfolios documents process progress, strategy development, and effort over time, encouraging a mastery orientation and intrinsic academic investment across all achievement levels.

200. (C) "Let's review your study strategies and try a new approach next time."
Responding constructively to failure involves directing focus toward controllable factors like learning strategies and preparation methods. Guiding a student to evaluate study habits and implement new approaches reinforces a growth mindset, preserves self-efficacy, and encourages resilience following academic setbacks.

181. (B) Behavioral, Emotional, and Cognitive engagement.
Student engagement is a multidimensional construct comprising three dynamic components: behavioral engagement (participation, rule compliance), emotional engagement (positive attitudes, interest, belonging), and cognitive engagement (thoughtful effort, strategy use, self-regulation). Balanced integration across all three dimensions optimizes learning.

182. (C) Behavioral engagement
Completing assignments, attending class, and following classroom rules without deep interest or active cognitive processing represents behavioral engagement. While crucial for maintaining class routines, behavioral compliance alone does not guarantee deep conceptual learning or intrinsic interest in the material.

183. (B) Incorporating inquiry learning, problem-solving, and self-regulation strategies.
Cognitive engagement involves mental effort, deep strategy use, and self-regulated learning. Educators foster cognitive engagement by implementing inquiry-based activities, challenging problem-solving tasks, and metacognitive reflection, encouraging students to process information deeply rather than memorizing surface facts.

184. (B) High-stakes testing is the best way to sustain long-term engagement.
Relying on high-stakes testing creates performance anxiety and promotes surface-level memorization rather than deep conceptual engagement. Sustaining long-term engagement requires diverse instruction, personally relevant content, clear learning goals, and supportive feedback frameworks that nurture internal motivation.

185. (A) Both A and R are true and R is the correct explanation of A
High-level cognitive processing requires a foundation of psychological safety. According to Maslow's hierarchy, deficiency needs like safety and belonging must be satisfied before individuals can direct effort toward cognitive growth and self-actualization, making a secure classroom environment essential for high engagement.

186. (C) Low overall engagement, with high potential for off-task behavior.
Extended teacher-led passive lectures require minimal student involvement, leading to rapid drops in attention and low cognitive engagement. When students function purely as passive listeners, boredom increases, raising the likelihood of off-task behaviors and reduced knowledge retention.

187. (B) It lowers anxiety by allowing peer rehearsal before class sharing.
The Think-Pair-Share structure encourages cognitive engagement by giving students time to formulate thoughts individually before sharing with a peer. Rehearsing ideas in a low-stakes pair setting reduces performance anxiety, builds confidence, and fosters broader active participation during whole-class discussions.

188. (C) Continually publicly reprimanding the student for being lazy.
Publicly reprimanding a disengaged student damages the teacher-student relationship, heightens embarrassment, and increases oppositional behavior or withdrawal. Effective re-engagement strategies focus on building rapport, offering choices, and connecting academic material to personal interests.

189. (B) Desks arranged in small clusters or groups.
Arranging desks in small clusters facilitates active learning, peer interaction, cooperative problem-solving, and collaborative discussion. This physical setup promotes interactive learning dynamics and social engagement better than traditional isolated rows or restrictive individual study carrels.

190. (D) I, II and III
Activating prior knowledge provides cognitive hooks for new content, dynamic vocal delivery and movement maintain visual and auditory focus, and structured pauses facilitate reflection and questioning. Combining these pedagogical strategies maintains student attention and supports active cognitive processing throughout a lesson.

191. (B) Fixed mindset
Praising fixed personal attributes like intelligence (person praise) fosters a fixed mindset. Students learn to view intelligence as an unchangeable trait, leading them to avoid challenging tasks out

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(D) A is false but R is true

9. Which of the following is not an expected outcome of implementing Assessment for Learning?
(A) Enhanced student motivation
(B) Increased learner autonomy
(C) Improved alignment between instruction and student needs
(D) Rigid categorization of students into ability groups

10. When a teacher uses "thumbs up, thumbs down" during a lesson to check understanding, this technique is an example of:
(A) Assessment for Learning
(B) Summative evaluation
(C) Assessment of Learning
(D) Formal diagnostic assessment

11. What is the role of the student in the Assessment for Learning framework?
(A) A passive recipient who relies entirely on teacher grades and final judgments
(B) An individual who solely memorizes factual content for standardized tests
(C) An evaluator tasked with reviewing the teacher's overall instructional design
(D) An active participant understanding learning goals and criteria

12. Consider the following characteristics of an assessment approach:
I. It relies heavily on qualitative feedback.
II. It is future-oriented, focusing on next steps.
III. It culminates in a final summative grade.
Which of the above characteristics align with Assessment for Learning?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

13. The main shift from traditional evaluation to Assessment for Learning requires teachers to focus on:
(A) How much prescribed curriculum content has been covered in class
(B) How well students perform relative to peers on a standardized curve
(C) How parents perceive the overall difficulty of school examinations
(D) How assessment evidence guides immediate instruction

14. Which of the following best distinguishes Assessment of Learning from Assessment for Learning?
(A) Assessment of Learning is inherently formative in nature, whereas Assessment for Learning is strictly summative
(B) Assessment of Learning relies heavily on peer feedback, whereas Assessment for Learning completely excludes peer feedback
(C) Assessment of Learning is entirely student-led, whereas Assessment for Learning is governed and directed by school principals
(D) Assessment of Learning certifies achievement, while Assessment for Learning improves learning

15. During a staff meeting, the Principal notices confusion among teachers regarding assessment paradigms. Teacher A grades end-of-unit tests to prepare report cards. Teacher B uses concept maps during lessons to clarify misconceptions. Teacher C asks students to reflect on their learning processes to set personal goals. In this scenario, which teacher is practicing Assessment as Learning?
(A) Teacher A
(B) Teacher B
(C) Teacher C
(D) Both Teacher A and Teacher B

16. Assessment as Learning specifically emphasizes:
(A) The student's capacity for self-regulated learning
(B) The teacher's primary role in diagnosing and addressing persistent student errors
(C) The school administration's official need for systemic accountability data
(D) The statistical comparison of institutions based on annual achievement scores

17. Which pair correctly matches the assessment type with its primary audience?
(A) Assessment of Learning — Students (for setting personal goals)
(B) Assessment for Learning — External policymakers
(C) Assessment as Learning — The learner themselves
(D) Assessment of Learning — The teacher (for immediate lesson planning)

18. If a state board conducts an annual board examination for class X students, this is a prime example of:

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(A) Assessment of Learning
(B) Assessment as Learning
(C) Assessment for Learning
(D) Diagnostic Assessment

19. Identify the incorrect statement regarding the three assessment paradigms:
(A) Assessment of Learning systematically takes place only after the core learning process has occurred
(B) Assessment for Learning takes place continuously and formatively during the ongoing learning process
(C) Assessment of Learning identifies daily instructional gaps
(D) Assessment as Learning focuses intentionally on developing students' meta-cognition and self-reflection

20. Consider the following statements about assessment frameworks:
I. Assessment of Learning involves summative judgments about student achievement.
II. Assessment for Learning relies on interactive, continuous feedback loops.
III. Assessment as Learning requires students to monitor their own progress.
IV. Assessment for Learning is exclusively designed by educational boards.
Which of the statements are correct?
(A) I, II and III only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

21. A critical component that distinguishes Assessment as Learning from Assessment for Learning is the explicit emphasis on:
(A) Direct, continuous teacher feedback provided during instruction
(B) Frequent formative quizzes administered throughout the unit
(C) Student self-reflection and meta-cognition
(D) Structured rubric design tailored for objective grading

22. In the progression from traditional to modern pedagogy, the recommended balance among the three assessment types involves:
(A) Systematically decreasing Assessment for Learning while steadily increasing Assessment of Learning
(B) Expanding formative and self-assessment while reducing summative testing
(C) Maintaining an equal and exclusive focus only on Assessment of Learning and Assessment for Learning
(D) Maximizing the dominance of Assessment of Learning while keeping all other forms strictly minimal

23. Which action most clearly represents Assessment of Learning?
(A) Awarding a final percentage grade on a term paper
(B) Providing oral feedback on a rough draft
(C) Conducting a mock interview for practice
(D) Using a traffic light system to check student understanding

24. A student tracks her reading fluency scores on a chart over three months, analyzes her errors, and decides to focus on pacing. This activity is best described as:
(A) Assessment of Learning
(B) Assessment for Learning
(C) Standardized Assessment
(D) Assessment as Learning

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25. Which of the following represents a recommended shift in assessment culture within modern educational frameworks?
(A) From Assessment for Learning to Assessment of Learning
(B) From Assessment as Learning to Assessment of Learning
(C) From Assessment of Learning to Assessment for Learning
(D) From continuous assessment to annual high-stakes assessment

26. When differentiating the three paradigms, which of the following best represents the "when" of Assessment for Learning?
(A) Continuously during the instructional unit
(B) Exclusively at the formal conclusion of a full academic year
(C) Before a newly established school receives official recognition
(D) Exclusively during scheduled periodic parent-teacher meetings

27. According to the principles of Assessment for Learning, effective assessment should:
(A) Focus on sorting students by ability
(B) Rely exclusively on quantitative metrics
(C) Be separate from the regular teaching schedule

(D) Be recognized as central to classroom practice

28. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Assessment for Learning promotes a growth mindset among students.
Reason (R): It emphasizes that intelligence and ability can be developed through effort, feedback, and revised strategies.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

29. One of the core principles of Assessment for Learning is that it must be sensitive and constructive because any assessment has an emotional impact. This principle suggests that teachers should:
(A) Completely avoid delivering any critical or corrective feedback to students
(B) Frame feedback constructively to protect self-esteem and guide progress
(C) Use low grades to forcefully motivate students through fear of academic failure
(D) Focus assessment efforts only on high-performing students likely to succeed

30. A school Principal is reviewing lesson plans. She notices that a teacher has planned to share the learning intentions and success criteria with students at the very beginning of the lesson. From a pedagogical standpoint, this practice:
(A) Undermines formal teacher authority and frequently leads to classroom indiscipline
(B) Is recognized strictly as a core principle of summative evaluation frameworks
(C) Aligns with Assessment for Learning by making expectations transparent
(D) Directly violates established protocols regarding confidentiality of test items

31. Which of the following is not recognized as a fundamental principle of Assessment for Learning?
(A) It actively develops individual learners' capacity for reflective self-assessment
(B) It aims to maintain strict normative grading curves
(C) It comprehensively recognizes the full range of learning achievements of all students
(D) It systematically promotes student understanding of clear learning goals and success criteria

32. Consider the following principles underlying Assessment for Learning:
I. It is a key professional skill for teachers.
II. It should focus solely on cognitive domains, ignoring affective factors.
III. It takes account of the importance of learner motivation.
Which of the statements are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

33. The principle that Assessment for Learning "should focus on how students learn" implies that teachers must:
(A) Understand the cognitive processes students use during learning
(B) Focus solely on measuring the final output produced from the learning task
(C) Disregard and ignore students' diverse background knowledge and experiences
(D) Rely exclusively on standard teacher-centered lecture methods in class

34. Assessment for Learning requires clear communication. In this context, "success criteria" refers to:
(A) The officially mandated minimum passing marks required for term-end examinations
(B) The detailed scoring rubric utilized exclusively by external board examiners
(C) The historical pass percentage maintained across previous academic school years
(D) The specific elements required in student work to demonstrate achievement

35. Effective Assessment for Learning is collaborative. This means that:
(A) Teachers routinely share examination papers with peers prior to testing
(B) Only teaching staff collaborate when designing term-end question papers
(C) Students and teachers share responsibility for learning
(D) Parents are assigned direct responsibility for grading daily home assignments

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and one student to present
(C) Selecting two independent peer assessors alongside one self-assessment task
(D) Two positive aspects and one area for improvement

72. Consider the following statements regarding peer assessment:
I. It shifts some of the responsibility for learning from the teacher to the student.
II. It is generally more effective when used formatively rather than summatively.
III. It completely replaces the need for teacher assessment.
Which of the statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

73. Which of the following pedagogical theories most strongly supports the use of peer assessment?
(A) Classical conditioning
(B) Behaviorist reinforcement
(C) Information processing theory
(D) Social constructivism

74. When implementing peer assessment for writing assignments, which approach is most effective for novices?
(A) Asking them to assign a percentage grade without criteria
(B) Having them rewrite the entire essay for their peer
(C) Allowing unstructured, verbal critique in front of the whole class
(D) Providing a checklist of specific features to look for in the text

75. A teacher implements peer assessment but finds that students feel anxious about criticizing their classmates. As an instructional leader, the Principal should advise the teacher to:
(A) Immediately cease peer assessment practices to maintain a peaceful and non-confrontational classroom
(B) Force all students to deliver critical feedback publicly in order to toughen them up emotionally
(C) Designate peer assessment activities as high-stakes graded tasks to strictly force compliance
(D) Model constructive feedback and set ground rules for dialogue

76. The term "calibration" in the context of peer assessment refers to:
(A) Strategically aligning student seating arrangements prior to group work
(B) Mathematically calculating the statistical mean of all assigned peer grades
(C) Adjusting physical classroom environment factors like room temperature
(D) Jointly evaluating sample work to share standards

77. Peer assessment enhances communication skills primarily because:
(A) Students articulate reasoning while justifying feedback
(B) It strictly requires students to speak loudly and clearly during presentations
(C) It regularly involves delivering formal public speeches to the entire school body
(D) It completely replaces standard written examinations with comprehensive oral exams

78. Which of the following is not a recognized benefit of peer assessment?
(A) It encourages collaborative learning
(B) It improves students' critical evaluation skills
(C) It exposes students to alternative approaches to a task
(D) It provides a legally binding mechanism for final grading

79. Self-assessment in learning is fundamentally about:
(A) Students grading their own final examination papers strictly to save routine teacher grading time
(B) Teachers critically assessing and reviewing their own daily instructional methods and lesson plans
(C) The central school administration systematically evaluating its own internal financial records
(D) Students evaluating their work against criteria to identify learning gaps

80. Self-assessment contributes most directly to the development of:
(A) Rote memory
(B) Fine motor skills
(C) Administrative compliance
(D) Meta-cognition

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(D) Creates an official, permanent document archived within formal summative assessment portfolios

45. In implementing formative assessment, the strategy of "Concept Mapping" is useful because it allows the teacher to assess:
(A) Students' rote memorization of definitions
(B) The speed at which students can copy from the blackboard
(C) Students' ability to follow strict formatting rules
(D) How students organize, connect, and synthesize knowledge

46. The use of mini-whiteboards in a classroom allows all students to hold up their answers simultaneously. The primary formative advantage of this strategy is:
(A) It conserves classroom paper resources and significantly reduces overall school budget operational expenses
(B) It enables a rapid visual scan of whole-class understanding
(C) It effectively prevents student cheating and unauthorized communication during high-stakes final examinations
(D) It keeps all students occupied with tasks while the teacher completes essential administrative paperwork

47. Which formative assessment strategy involves a teacher strategically pausing after asking a question before accepting answers?
(A) Think-Aloud
(B) Jigsaw
(C) Fishbowl
(D) Wait Time

48. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Formative assessment strategies must be seamlessly integrated into daily pedagogical practices.
Reason (R): They provide actionable data that is only useful if it can immediately influence the course of instruction.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

49. A "diagnostic question" used formatively usually features:
(A) Distractors that represent common student misconceptions
(B) Very easy options to build student confidence
(C) Complex language to test vocabulary
(D) Questions derived solely from the previous year's summative exams

50. The technique where a teacher circulates during group work to listen to student conversations without immediately intervening is known as:
(A) Structured active lecturing across small groups
(B) Formal summative monitoring of group outputs
(C) Observational assessment
(D) Direct corrective supervision of student conduct

51. Which of the following formative assessment strategies involves students discussing a topic in pairs before sharing with the larger group?
(A) Round Robin
(B) Think-Pair-Share
(C) Socratic Seminar
(D) Choral Response

52. Consider the following statements about formative assessment strategies:
I. They are essentially informal tests graded on a smaller scale.
II. They aim to adjust teaching in real-time.
III. They empower students to take corrective action before a final evaluation.
Which of the statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

53. In Assessment for Learning, effective questioning techniques by the teacher should primarily aim to:
(A) Elicit a simultaneous chorus response of simple single-word correct answers
(B) Publicly identify and expose students who failed to complete assigned homework
(C) Accelerate the pace of classroom instruction to finish curriculum coverage faster
(D) Provoke deep thinking and reveal student reasoning

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(D) A is false but R is true

109. An analytic rubric differs from a holistic rubric in that it:
(A) Provides a single, consolidated overall score representing the entire completed assignment
(B) Is exclusively designed and utilized for evaluating standardized multiple-choice questions
(C) Cannot be shared or discussed with students prior to completing the assessment task
(D) Evaluates specific dimensions of a task individually

110. Which type of rubric is most appropriate when a teacher wants to provide detailed, targeted diagnostic feedback on specific aspects of a student's writing (e.g., grammar, organization, ideas)?
(A) Holistic Rubric
(B) Norm-referenced Rubric
(C) Checklist
(D) Analytic Rubric

111. When designing a rubric, the horizontal axis (columns) typically represents:
(A) The specific assessment criteria being evaluated (e.g., clarity, content organization)
(B) The full names and identification numbers of all individual students taking the assessment
(C) The broader curricular learning objectives and unit goals
(D) The levels of performance (e.g., Proficient, Exemplary)

112. Consider the following statements about using rubrics in classroom assessment:
I. Rubrics make expectations explicit to students before they begin a task.
II. Co-creating rubrics with students increases their engagement and understanding of quality.
III. Rubrics eliminate the need for teacher judgment entirely.
Which of the statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

113. The primary pedagogical benefit of sharing a rubric with students before they start an assignment is that it:
(A) Directly gives students all the correct answers required for taking the test
(B) Effectively prevents students from ever complaining about their assigned final grade
(C) Significantly reduces the overall operational time required to complete the assignment
(D) Guides self-regulation and monitoring of work against criteria

114. A holistic rubric is best suited for:
(A) Formative assessment contexts where highly detailed narrative feedback is required
(B) Systematically identifying and isolating specific grammatical errors in student essays
(C) Structuring collaborative peer assessment across complex multi-stage research projects
(D) Quick overall judgment of a product or performance

115. A teacher struggles with inconsistent grading of project works, often varying standards depending on which student submitted the work. As an educational leader, which intervention should the Principal recommend?
(A) Completely discontinue student project work and rely exclusively on objective tests
(B) Require the school Principal to directly grade and evaluate all submitted projects
(C) Grade students solely and strictly on their individual oral presentation delivery skills
(D) Develop and apply a criterion-referenced analytic rubric

116. In rubric design, the descriptions placed in the intersecting cells (between criteria and performance levels) are called:
(A) Descriptors
(B) Academic standards
(C) Statistical percentiles
(D) Learning outcomes

117. Which of the following is a potential disadvantage of using poorly designed rubrics?
(A) They provide far too much instructional clarity regarding specific task expectations
(B) They artificially accelerate evaluation speed, making grading routines far too fast
(C) They inappropriately encourage students to engage in informal peer assessment activities
(D) They may constrain creativity through rigid performance formulas

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118. Portfolio assessment is primarily considered a form of:
(A) Formal standardized state assessment

63. "Bouncing" a question in classroom discourse refers to:
(A) Completely ignoring a student's initial answer and immediately moving to the next topic
(B) Redirecting the responsibility of answering the question back to the teacher
(C) Repeating the exact same question continuously until the desired correct answer is provided
(D) Passing a student's answer to peers for evaluation or debate

64. A Principal observing a social science class notes that the teacher responds to every student answer with "Good" or "Correct" and immediately moves on. What feedback should the Principal provide regarding this questioning technique?
(A) The teacher should be formally commended for consistently applying positive verbal reinforcement.
(B) The teacher should adopt much stricter instructional language to maintain classroom discipline.
(C) The teacher should completely cease asking open questions and rely exclusively on direct lecturing.
(D) The teacher should probe further or engage peers to elaborate rather than closing dialogue.

65. The use of "Hinge Questions" in lesson planning is specifically intended to:
(A) Determine whether to reteach or proceed in the lesson
(B) Comprehensively summarize the entire chapter for final revision
(C) Evaluate overall teacher performance for administrative annual appraisal reports
(D) Provide a scheduled transition break between two different academic subjects

66. Peer assessment in pedagogy is defined as:
(A) Teachers formally assessing each other's written daily instructional plans
(B) External government evaluators assessing overall school performance
(C) Parents systematically evaluating and grading the home assignments of children
(D) Students evaluating and giving feedback on classmates' work

67. Which of the following is an essential prerequisite for effective peer assessment in a classroom?
(A) Maintaining a highly competitive and individualistic classroom environment
(B) Ensuring complete and total anonymity of all participating student reviewers
(C) Mandating that all final student grades follow a strict normal bell curve
(D) Clear student understanding of success criteria and rubrics

68. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Peer assessment can deepen the assessor's own understanding of the subject matter.
Reason (R): Analyzing a peer's work against established criteria requires higher-order cognitive processing and reflection on one's own learning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

69. A common challenge when implementing peer assessment is that:
(A) It drastically reduces the overall instructional workload of teachers in class
(B) It completely eliminates the structural requirement for formal summative assessments
(C) It necessitates the procurement and use of highly expensive technological tools
(D) Feedback may be biased by personal student friendships

70. To mitigate the issue of biased feedback in peer assessment, a teacher should:
(A) Completely abandon peer assessment methodologies across all classroom activities
(B) Calculate final summative report card grades heavily based on peer assignment marks
(C) Train students to give objective feedback using structured frameworks
(D) Restrict peer review setups so that students are allowed to assess only best friends

71. In peer assessment, the "Two Stars and a Wish" strategy involves identifying:
(A) Assigning two passing grades alongside one definitive failing grade
(B) Assigning two certified teachers to moderate

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36. In a mathematics class, instead of simply marking an answer as incorrect, the teacher writes, "You used the correct formula, but check your multiplication in the second step." This pedagogical choice best demonstrates which principle?
(A) Fostering competition among peers
(B) Summative reporting for accountability
(C) Maintaining normative standards
(D) Providing guidance on how to improve

37. Which strategy directly aligns with the principle of "fostering motivation" in Assessment for Learning?
(A) Publicly displaying all student examination grades on the class bulletin board
(B) Heavy-handedly penalizing student mistakes early during the initial learning phase
(C) Highlighting effort and progress rather than just final attainment
(D) Relying exclusively on norm-referenced comparative evaluation across all subjects

38. A principle of Assessment for Learning is that it "develops the learner's capacity for self-assessment." To achieve this, a teacher must primarily:
(A) Train students on how to use official assessment tools like the teacher's grading pen
(B) Allow students to choose whatever content they want to study without instructional constraints
(C) Make all classroom assignments and homework tasks entirely optional throughout the term
(D) Provide opportunities for students to reflect on learning against criteria

39. Assessment for Learning should be fundamentally recognized as:
(A) An external accountability measure
(B) An add-on activity completed after teaching
(C) Central to classroom practice
(D) A responsibility of school administration only

40. Formative assessment strategies are integral to pedagogy because they:
(A) Provide the official, final documentation required for student certification
(B) Serve as direct punitive measures designed to discipline non-performing students
(C) Enable teachers to make dynamic, ongoing instructional decisions
(D) Fulfill statutory requirements specified under administrative regulations

41. Which of the following is an example of a formative assessment strategy?
(A) A university entrance examination
(B) An end-of-year board exam
(C) A final practical exam in a science laboratory
(D) A think-pair-share activity during a lesson

42. "Exit tickets" are frequently used by teachers as a formative assessment strategy. What is their primary pedagogical function?
(A) To officially record daily student attendance right before dismissal at the end of the school day
(B) To check student understanding of key concepts from the completed lesson
(C) To calculate and determine the cumulative final percentage grade assigned for a specific instructional unit
(D) To evaluate classroom presentation skills of the teaching staff for annual administrative performance appraisals

43. Which of the following best describes the "Traffic Light" technique used in formative assessment?
(A) Students use colored cards to signal understanding during a lesson
(B) The teacher strikes a classroom bell to manage structural activity transitions during the period
(C) School administration rings central bells to signal the exact start and end of examination periods
(D) An official grading scale that categorizes students rigidly into high, average, and low achievers

44. A science teacher frequently asks students to write a "One-Minute Paper" answering two questions: "What was the most important thing you learned today?" and "What question remains uppermost in your mind?" The Principal commends this practice because it:
(A) Thoroughly prepares students for writing extended essay questions during annual board examinations
(B) Evaluates individual student proficiency in neat handwriting, correct spelling, and punctuation
(C) Captures immediate student understanding and pinpoints misconceptions

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81. For self-assessment to be effective, it must be accompanied by:
(A) Strict disciplinary action for poor performance
(B) Comparison with the performance of top-ranking peers
(C) Norm-referenced grading
(D) A clear understanding of the desired learning outcomes

82. Which tool is most commonly associated with facilitating structured self-assessment in students?
(A) Standardized percentile charts
(B) Attendance registers
(C) OMR (Optical Mark Recognition) sheets
(D) Learning logs or reflection journals

83. The process where a student asks themselves, "What did I do well?", "What did I struggle with?", and "What will I do differently next time?" is an example of:
(A) Formal end-of-term summative evaluation
(B) Structured peer tutoring in small groups
(C) Standardized diagnostic external testing
(D) Reflective self-assessment

84. A student completing a math project uses a teacher-provided rubric to evaluate her own work before submitting it. This practice:
(A) Fosters student ownership and reduces reliance on teachers
(B) Seriously compromises the objective validity and reliability of the final grade
(C) Directly constitutes a violation of established school board assessment rules
(D) Clear evidence indicating that the teacher is neglecting fundamental evaluation duties

85. In teaching self-assessment skills to young learners, a teacher might use:
(A) Complex statistical analysis requiring numerical calculations
(B) Lengthy written reflective essays focused on self-actualization topics
(C) High-stakes computerized adaptive testing software administered individually
(D) Visual scales or color codes to indicate confidence

86. Which of the following is a primary barrier to accurate self-assessment among students?
(A) Regular access to clear, highly detailed scoring rubrics across all subjects
(B) Receiving frequent and detailed formative feedback from the classroom teacher
(C) Working continuously within highly collaborative peer learning environments
(D) The Dunning-Kruger effect overestimating student competence

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87. To improve the accuracy of self-assessment, educators should:
(A) Strictly punish students who grade their own work incorrectly or inaccurately
(B) Only permit high-achieving, top-performing students to engage in self-assessment
(C) Completely discard student self-assessment data from all educational records
(D) Provide practice opportunities paired with teacher moderation

88. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Self-assessment transforms the learner from a passive recipient of grades to an active agent in learning.
Reason (R): It requires the learner to internalize the standards of quality and monitor their own progress toward them.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

89. A student portfolio often includes a self-reflection sheet attached to each piece of work. The primary purpose of this sheet is:
(A) To make the physical portfolio binder look thicker and significantly more professional
(B) To provide an official required space for parents to review and sign weekly
(C) To list all bibliographic resources and references used for completing the project
(D) To demonstrate self-assessment and articulate learning

90. Which question is best suited to prompt self-assessment in a student?
(A) Did you manage to get a significantly higher test score than your bench-mate?
(B) What is the exact definition of a noun in grammar?
(C) Why didn't you put in more effort to study harder for the examination?

(D) Which strategy helped you overcome the task's difficulty?

91. When students engage in goal-setting based on their self-assessment, they are primarily engaging in:
(A) Assessment of Learning
(B) Summative grading
(C) Peer mentoring
(D) Self-regulation

92. Consider the following statements about self-assessment:
I. It is an innate skill that does not need to be taught.
II. It requires psychological safety in the classroom to be honest.
III. It helps in bridging the gap between current performance and desired goals.
Which of the statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

93. In the context of Assessment for Learning, effective feedback should primarily be:
(A) Evaluative and judgmental
(B) General and focused on character traits (e.g., "You are smart")
(C) Provided at the end of the academic year
(D) Descriptive, specific, and actionable

94. Which type of feedback has been shown to have the most powerful impact on student learning?
(A) Personalized praise feedback focused exclusively on the student's individual character
(B) Comparative feedback that explicitly measures a student against their peer group
(C) Quantitative feedback consisting solely of a numerical grade or test mark
(D) Feedback providing cues on task and process improvements

95. The concept of "feedforward" implies that feedback should:
(A) Focus exclusively on cataloging past mistakes made on completed tasks
(B) Be provided routinely before the assessment task is actually assigned to students
(C) Be delivered selectively only to high-achieving students who excel academically
(D) Provide clear guidance on next steps to improve

96. A teacher returns essays with a grade of 65% and no written comments. According to Assessment for Learning principles, this practice is flawed because:
(A) Assigned marks like 65% are inherently too low for standard academic essay grading
(B) Written narrative essays should strictly be evaluated using official letter grades only
(C) The teacher ought to have awarded full marks to artificially boost student self-esteem
(D) A grade alone gives no information on how to improve

97. Which of the following comments represents effective formative feedback?
(A) This demonstrates very good effort overall, so please continue to keep up the great work!
(B) Your test paper result shows that you got exactly 7 out of 10 questions correct overall.
(C) You have shown noticeable progress and are much better at this topic than you used to be.
(D) Your introduction is clear, but the second paragraph lacks supporting evidence.

98. When feedback highlights a discrepancy between current understanding and the learning goal, the most effective pedagogical response is for the teacher to:
(A) Lower the learning goal to make it attainable
(B) Ignore the discrepancy to protect the student's feelings
(C) Tell the student to figure it out independently
(D) Provide the student with strategies to close the gap

99. "Delayed feedback" is sometimes more effective than "immediate feedback" when the instructional goal is to:
(A) Memorize basic mathematical multiplication facts through daily drills
(B) Correct a dangerous safety procedure violation inside a science laboratory
(C) Manage routine classroom discipline and behavioral disruptions effectively
(D) Encourage students to find their own errors in complex tasks

100. Consider the following statements about feedback strategies:
I. Providing grades alongside written

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comments often causes students to ignore the comments.
II. Effective feedback should cause thinking, not just emotional reaction.
III. Feedback is only effective if it is given by the teacher.
IV. Task-level feedback is more effective than self-level feedback.

Which of the statements are correct?
(A) I, II and III only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

101. The practice of "Comment-only marking" is advocated in Assessment for Learning because:
(A) It requires significantly less time for classroom teachers than calculating percentage grades
(B) It effectively prevents parents from monitoring how well their children are performing academically
(C) It is a legally mandated requirement explicitly specified under educational regulations
(D) It forces students to engage with feedback to understand performance

102. What is the main danger of providing excessive feedback on a single piece of student work?
(A) The student may become overwhelmed and demotivated
(B) The teacher will run out of red ink
(C) The administration will perceive the teacher as too critical
(D) It violates school assessment policies

103. A "Feedback Sandwich" typically consists of:
(A) Providing three sequential layers of detailed critical comments
(B) Combining a numerical grade, a written comment, and a learning target
(C) Integrating peer feedback, student self-feedback, and formal teacher feedback
(D) Praise, constructive criticism, and praise

104. A principal notices that a teacher's feedback predominantly states "Work harder" or "Needs improvement". The principal should advise the teacher to:
(A) Continue the current practice unmodified because it builds emotional resilience in students
(B) Completely stop giving formative feedback and focus exclusively on end-of-term summative tests
(C) Switch written marking instruments to use a traditional red pen instead of a green pen
(D) Shift to descriptive feedback explaining what to improve and how

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105. In the context of feedback, "scaffolding" refers to:
(A) Constructing concrete physical models during interactive classroom activity sessions
(B) Systematically assigning final course grades based strictly on a predetermined normal curve
(C) Organizing and grouping students continuously using strict academic ability tracking models
(D) Providing temporary supports enabling students to achieve goals independently

106. Which of the following makes feedback actionable?
(A) It is officially delivered to students three full weeks after completing the task
(B) It explicitly points out errors in the work without offering any constructive solutions
(C) It directly compares the individual student's work against the top achiever's submission
(D) It contains specific strategies students can apply immediately

107. A rubric in classroom assessment is best defined as:
(A) A nationally standardized test paper administered across multiple school districts
(B) A detailed physical seating arrangement chart utilized during formal examinations
(C) A specialized psychological diagnostic tool used to measure overall cognitive intelligence
(D) A scoring guide evaluating performance across explicit criteria

108. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Rubrics enhance the objectivity and consistency of grading complex tasks like essays or projects.
Reason (R): They break down the assignment into specific components and articulate descriptions of performance levels for each component.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false

54. The practice of "No Hands Up" questioning in a classroom ensures that:
(A) Only the most confident and academically advanced students are permitted to answer questions
(B) Random student selection keeps everyone engaged and accountable
(C) Students are strictly prohibited from asking clarifying questions during the teacher's lecture
(D) The classroom environment maintains complete and uninterrupted disciplinary silence throughout

55. A teacher asks, "Why do you think the author chose to end the story this way?" This is an example of:
(A) A closed-ended question expecting a single factual answer
(B) A rhetorical question asked without expecting any response
(C) A leading question designed to guide a specific answer
(D) An open-ended question

56. During a lesson on fractions, a teacher notices students are struggling. Instead of giving the answer, she asks a sequence of probing questions to guide a student to realize their own error. This pedagogical strategy is effective because it:
(A) Scaffolds learning and builds cognitive autonomy
(B) Saves instructional time compared to direct correction
(C) Prepares students for multiple-choice examinations
(D) Acts as a punitive measure for incorrect thinking

57. Increasing "Wait Time" after asking a complex question typically results in all of the following EXCEPT:
(A) Longer student responses
(B) More complex and thoughtful answers
(C) Increased participation from students who process information slowly
(D) A decrease in the number of students willing to respond

58. "Socratic questioning" in formative assessment is characterized by:
(A) Providing direct and comprehensive answers to students immediately upon inquiry
(B) Asking low-level questions that require simple binary yes or no responses from students
(C) Testing rote recall and mechanical memorization of specific historical facts and dates
(D) Using targeted questions to help students clarify underlying concepts

59. The strategy of "Pose, Pause, Pounce, Bounce" is used in classrooms to:
(A) Maintain baseline physical fitness and body posture during instructional lessons
(B) Build an interactive questioning sequence across peer responses
(C) Distribute daily learning worksheets and paper materials efficiently in class
(D) Manage severe behavioral disruptions and enforce strict disciplinary measures

60. Consider the following statements about questioning techniques:
I. Hinge questions are used at critical points in a lesson to check if the class is ready to move on.
II. Funneling questions guide students toward a predetermined correct answer.
III. Focusing questions help students articulate their own mathematical or conceptual thinking.
IV. Rhetorical questions are the most effective tool for formative assessment.
Which of the statements are correct?
(A) I, II and III only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

61. If a teacher asks a student, "Can you explain how you arrived at that conclusion?", the teacher is using a questioning technique aimed at:
(A) Assessing factual, declarative knowledge
(B) Evaluating the speed of student recall
(C) Dismissing an incorrect student answer
(D) Promoting meta-cognitive reflection

62. Which type of question is least useful for Assessment for Learning purposes?
(A) Probing questions that encourage deeper conceptual exploration
(B) Open-ended questions designed to stimulate creative thinking
(C) Clarifying questions that help unpack complex student ideas
(D) Single-word factual recall questions

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(B) Comparative norm-referenced assessment
(C) Quantitative objective-type assessment
(D) Authentic performance assessment

119. A defining feature of a student portfolio, compared to a simple folder of work, is that a portfolio:
(A) Only contains completely perfect, pristine, and error-free student work samples
(B) Is maintained entirely and exclusively by members of the central school administration
(C) Contains strictly and exclusively quantitative multiple-choice test scoring results
(D) Includes reflections and selected artifacts showing growth

120. A "process portfolio" differs from a "showcase portfolio" because the former:
(A) Only displays and showcases the student's best final completed products
(B) Is utilized exclusively and formally for university admissions evaluations
(C) Contains absolutely no qualitative or quantitative teacher feedback items
(D) Documents learning stages including drafts and revisions

121. The inclusion of student reflections in a portfolio serves to:
(A) Artificially increase the total word count of the portfolio submission
(B) Completely replace official teacher evaluation and professional judgment
(C) Fulfill administrative stationery and documentation filing requirements
(D) Develop metacognition by reflecting on learning

122. Portfolio assessment aligns most closely with which approach to education?
(A) Strict behaviorist learning theory
(B) Traditional teacher-led didactic instruction
(C) Rote memorization and repetition practices
(D) Constructivist pedagogy

123. Which of the following represents a significant challenge in implementing portfolio assessment in large classrooms?
(A) It completely fails to capture or reflect ongoing individual student progress
(B) It strictly restricts and does not allow for individual student creativity
(C) It is explicitly prohibited under statutory provisions of educational acts
(D) It is time-consuming to compile and evaluate

124. During an inspection, it is noted that a teacher collects all student worksheets and files them in a folder labeled "Portfolio," but students never review the contents. To align this practice with true portfolio assessment, the Principal should suggest that the teacher:
(A) Completely discard the physical folders and transition exclusively to digital cloud storage
(B) Securely lock all student portfolio folders inside a cabinet to ensure total administrative security
(C) Assign a single end-of-term summative grade calculated based on the total physical weight of the folder
(D) Have students select artifacts periodically and reflect on learning

125. E-portfolios offer which distinct advantage over traditional physical portfolios?
(A) They require virtually no formal evaluation or grading oversight by classroom teachers
(B) They effectively prevent students from reflecting deeply on their completed work artifacts
(C) They automatically generate a final term grade through automated built-in scoring algorithms
(D) They integrate multimedia artifacts and are highly portable

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126. In the context of Foundational Literacy and Numeracy (FLN), the Holistic Progress Card (HPC) draws heavily on principles of:
(A) Strict norm-referenced student ranking procedures across all scholastic subjects
(B) High-stakes, single-point summative examinations conducted at the end of term
(C) Standardized Intelligence Quotient (IQ) testing and cognitive capacity profiling
(D) Portfolio assessment across cognitive, affective, and psychomotor domains

127. When using a portfolio for summative evaluation, the most reliable method for a teacher to assign a grade is by using:
(A) A scoring rubric aligned with portfolio objectives
(B) Teacher intuition based on observing the student's general classroom behavior
(C) Quantifying the total number of pages compiled inside the portfolio binder
(D) Conducting informal peer voting sessions to

purely summative high-stakes board exams

146. In competency-based education, time is usually considered:
(A) The strictly fixed variable, while individual learning remains highly variable
(B) Completely irrelevant and non-essential to the broader learning process
(C) The primary and sole determinant used for calculating a student's final grade
(D) The variable factor, with mastery being the fixed goal

147. Authentic assessment tasks in a competency-based framework often involve:
(A) Comprehensively designed standardized multiple-choice tests
(B) Routinely copying verbatim lecture notes directly from the blackboard
(C) Engaging in structured, repetitive whole-class choral repetition drills
(D) Real-world performance tasks and simulations

148. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Competency-based assessment requires the use of descriptive rubrics.
Reason (R): Competencies are complex amalgams of skills and knowledge that cannot be adequately measured by simple right/wrong scoring.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

149. The SAFAL (Structured Assessment for Analyzing Learning) initiative is an example of:
(A) Key-stage competency assessment
(B) A traditional, high-stakes rote-learning examination system
(C) An administrative teacher performance appraisal system
(D) A centralized institutional financial audit tool

150. Which characteristic is not associated with competency-based assessment?
(A) Criterion-referenced standards
(B) Individual learner-centric focus
(C) Norm-based ranking
(D) Inherently formative in nature

151. To assess the competency of "effective communication" in a language class, which method is most appropriate?
(A) A formal, paper-and-pencil multiple-choice grammar rules test
(B) A matching exercise pairing isolated vocabulary words with definitions
(C) A role-play task requiring students to negotiate a solution
(D) A structured fill-in-the-blanks grammar worksheet done individually

152. Consider the following statements about competency-based assessment:
I. It focuses heavily on outcomes rather than just inputs.
II. It allows for multiple pathways to demonstrate mastery.
III. It emphasizes knowing "about" things rather than knowing "how to do" things.
Which of the statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

153. In a competency-based assessment model, a student who does not demonstrate mastery on the first attempt is typically:
(A) Formally failed and held back an entire academic year immediately
(B) Assigned a permanently low mark on their official academic report card
(C) Administratively transferred out to a completely different school facility
(D) Provided targeted support and further opportunities for mastery

154. The shift to competency-based assessment requires teachers to act more as:
(A) Lecturers primarily dispensing subject information
(B) Strict classroom invigilators during tests
(C) Formal administrators of standard tests
(D) Learning facilitators and coaches

155. A Principal is observing a teacher using a performance task where students must calculate the budget for a school event using spreadsheets. This task exemplifies competency-based assessment because it:

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on what was covered
(C) Use previous years' examination question papers to directly dictate current instruction
(D) Identify outcomes, determine assessment evidence, then plan instruction

137. Which taxonomy is most frequently used to ensure that learning objectives and assessments align at the appropriate cognitive level?
(A) Maslow's Hierarchy of Needs
(B) Vygotsky's Zone of Proximal Development
(C) Erikson's Stages of Development
(D) Bloom's Revised Taxonomy

138. If an objective operates at the "Creating" level of Bloom's Taxonomy, the aligned assessment must require the student to:
(A) Recall facts
(B) Compare two existing models
(C) Produce a new, original product or idea
(D) Apply a known formula to a standard problem

139. A "Table of Specifications" or "Assessment Blueprint" is primarily used to ensure:
(A) Content validity and balanced objective representation
(B) Ensuring that the final physical test paper format is visually clear and appealing
(C) Guaranteeing that virtually all enrolled students score well above the passing mark
(D) Verifying that overall administrative documentation records remain completely up to date

140. Consider the following statements about learning objectives:
I. They should be written from the teacher's perspective (e.g., "I will teach...").
II. They should be specific, measurable, achievable, relevant, and time-bound (SMART).
III. They provide the criteria against which student progress is assessed.
IV. They are only necessary for summative, not formative, assessments.
Which of the statements are correct?
(A) I, II and III only
(B) II and III only
(C) II, III and IV only
(D) I and IV only

141. When a learning objective targets the affective domain (e.g., "Students will demonstrate respect for diverse opinions"), the most appropriate assessment method is:
(A) A formally timed, standardized written essay examination paper
(B) A structured, quantitative mathematics paper-and-pencil quiz
(C) A standardized oral and written vocabulary spelling test
(D) Observation via behavioral checklists or questionnaires

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142. What role does "Success Criteria" play in the alignment of objectives and assessment?
(A) It officially dictates the required institutional passing percentage across the school
(B) It formally outlines institutional disciplinary policies covering academic dishonesty
(C) It directly determines overall comparative school performance rankings in the district
(D) It breaks down objectives into observable evidence of achievement

143. If an assessment task requires students to "critique a given argument," it is aligned with which level of Bloom's Revised Taxonomy?
(A) Remembering
(B) Understanding
(C) Evaluating
(D) Applying

144. Competency-based assessment differs from traditional content-based assessment primarily because it measures:
(A) The student's capacity to quickly memorize large volumes of factual academic information
(B) The physical speed and legibility with which a student can write extended essay responses
(C) The student's consistent daily classroom attendance and overall behavioral discipline record
(D) Application of knowledge, skills, and attitudes in real-world contexts

145. A school decides to transition to competency-based assessment. The Principal must guide teachers to change their assessment questions from:
(A) Authentic real-life case study discussions to direct definitional recall tasks
(B) Practical application and problem-solving scenarios to simple rote memory tasks
(C) Factual recall questions to context-based application problems
(D) Continuous formative learning checks to

determine student marks

128. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Portfolios are highly effective for assessing diverse learners, including Children with Special Needs (CWSN).
Reason (R): Portfolios allow for the demonstration of learning through multiple modalities and highlight individual progress rather than normative standards.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

129. The process of deciding what goes into a portfolio is known as:
(A) Reflection
(B) Projection
(C) Inspection
(D) Selection

130. A teacher requires students to include a "Dear Reader" letter at the beginning of their portfolios. The pedagogical purpose of this letter is to:
(A) Introduce the student's detailed family background and personal context
(B) Formally request a specific target grade directly from the evaluator teacher
(C) Practice standard formal letter writing structural formatting conventions only
(D) Provide a portfolio overview and reflect on learning

131. The alignment between learning objectives and assessment is crucial because:
(A) It ensures tests accurately measure intended learning
(B) It fully satisfies administrative requirements specified by the central finance department
(C) It systematically makes quarterly tests significantly easier for all participating students
(D) It guarantees extremely high pass percentages across all enrolled school student cohorts

132. Consider the following statements regarding constructive alignment:
I. Learning outcomes must clearly dictate the teaching activities.
II. Assessment tasks must directly evaluate the learning outcomes.
III. Constructive alignment is irrelevant in formative assessment.
Which of the statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

133. If a learning objective states, "Students will be able to analyze the causes of the 1857 revolt," which assessment task is best aligned with this objective?
(A) A multiple-choice factual test asking students to recall dates of specific historical battles
(B) An essay evaluating economic, social, and political causes of the revolt
(C) A detailed map-pointing exercise identifying key regional locations of the 1857 mutiny
(D) Oral recitation exercises covering the full names and titles of key revolutionary leaders

134. A mismatch between learning objectives and assessment is often referred to as:
(A) Assessment validity
(B) Formative gap
(C) Standard deviation
(D) Misalignment

135. A science teacher's stated objective is for students to "design an experiment to test the effect of light on plant growth." However, the unit assessment only asks students to label parts of a plant on a diagram. The Principal notes this in a lesson observation. The primary issue here is:
(A) The assigned test paper is structurally far too difficult for students at this level
(B) The curriculum objective is completely unachievable within classroom settings
(C) The scientific diagram provided on the exam paper is extremely poorly drawn
(D) The assessment lacks construct validity relative to the stated objective

136. The concept of "Backward Design" in instructional planning suggests that teachers should:
(A) Plan daily classroom activities first, and subsequently decide on appropriate formal assessments
(B) Teach all curriculum content first, then construct objectives based retrospectively

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(A) Tests isolated mathematical formulas through rote drill exercises
(B) Strictly requires students to complete all work in absolute silence
(C) Is extraordinarily quick and easy to grade using a standard answer key
(D) Integrates math, digital skills, and real-world problem-solving

156. The use of "Item Banks" designed around specific learning outcomes is crucial for:
(A) Creating valid competency assessment tools
(B) Significantly reducing the central school's annual printing budget
(C) Strictly enforcing daily institutional student disciplinary rules
(D) Systematically tracking and recording staff teacher attendance daily

157. Diagnostic use of classroom assessment is primarily intended to:
(A) Officially certify a student for final promotion to the next academic grade level
(B) Comprehensively compare overall school performance against neighboring institutions
(C) Accurately determine and select the highest-ranking valedictorian of the class
(D) Identify specific learning gaps and misconceptions prior to instruction

158. Which of the following best differentiates diagnostic assessment from formative assessment?
(A) Diagnostic assessment is strictly used for formal grading, whereas formative evaluation is never graded
(B) Diagnostic assessment is always standardized by boards, whereas formative is always teacher-made
(C) There is absolutely no operational difference between them, as both assessment terms are synonymous
(D) Diagnostic assessment finds baseline readiness, while formative is ongoing

159. A pre-test administered at the start of a new unit on "Fractions" reveals that half the class cannot identify the numerator and denominator. The diagnostic use of this assessment dictates that the teacher should:
(A) Proceed directly with planned advanced lessons on multiplying fractions to ensure full syllabus coverage
(B) Immediately assign failing marks on official grade records to all students who struggled on the test
(C) Completely ignore the diagnostic results since pre-test scores do not officially count toward final grades
(D) Adjust plans to reteach foundational fraction concepts before moving forward

160. Consider the following statements about diagnostic assessment:
I. It helps in identifying the root cause of a student's repeated errors.
II. It is often highly specific and focused on particular cognitive sub-skills.
III. Its primary audience is external education boards.
IV. It can guide the formulation of individualized education plans (IEPs).
Which of the statements are correct?
(A) I, II and III only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

161. Error analysis in mathematics is a diagnostic technique where the teacher:
(A) Counts the total number of arithmetic errors to assign a negative deduction score
(B) Strictly punishes and penalizes the individual student for every mistake made
(C) Asks untrained classroom peers to quickly grade and mark the exam paper
(D) Analyzes mistake patterns to reveal underlying student misconceptions

162. Diagnostic assessment is closely linked to which educational concept?
(A) Remedial teaching
(B) Rote learning
(C) Norm-referenced grading
(D) High-stakes testing

163. A diagnostic test is characterized by its ability to:
(A) Yield a perfectly symmetrical normal probability curve of scores
(B) Accurately measure overall general intelligence across populations
(C) Reliably predict future career earnings and financial success potential
(D) Break down skills into components to pinpoint learning stalls

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200. Ultimately, the successful integration of Assessment for Learning and Assessment as Learning in a school's pedagogical framework rests upon a school culture that values:

(A) Maintaining strict normative student ranking procedures and intense academic competition

(B) Enforcing total behavioral compliance, disciplinary silence, and mechanical rote memorization

(C) Relying heavily on external extrinsic reward systems and firm disciplinary punishments

(D) Continuous growth, psychological safety, and collaboration

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(C) II and III only
(D) I, II and III

173. A teacher uses a pre-assessment and discovers that five students have already mastered the upcoming unit's objectives. In a differentiated classroom, the teacher should:
(A) Require them to sit quietly in their seats while the rest of the class learns material
(B) Assign them to act as permanent peer teaching assistants for struggling classmates
(C) Allow them to freely play recreational video games on classroom computers instead
(D) Provide extension activities or independent study on the topic

174. When differentiating the "Product" (how students demonstrate their learning), a teacher might use assessment data to allow students to choose between:
(A) Writing an essay, making a presentation, or building a model
(B) Taking a formal multiple-choice exam or taking a standardized true-false paper
(C) Completing daily written homework or completely skipping assigned home tasks
(D) Attending scheduled instructional classes or skipping daily attendance entirely

175. A Principal observes a classroom where students are working at different stations. The teacher is leading a small group at one station. The composition of this small group changes daily based on exit tickets from the previous day. This scenario exemplifies:
(A) Chaotic and unorganized overall classroom management practices
(B) Strict, permanent academic ability tracking and student sorting
(C) Standardized summative evaluation practices mandated by boards
(D) Data-driven flexible grouping within differentiated instruction

176. Tiered assignments are a strategy in differentiated instruction where:
(A) Students are physically seated on different elevated tier levels within the classroom space
(B) Grading procedures follow a strict tier system where top students always receive grade A's
(C) Student assignments are systematically evaluated and graded by external tiers of examiners
(D) Tasks vary in complexity while targeting the same core learning goal

177. In the context of differentiating instruction, a "Learning Profile" assessment gathers data on a student's:
(A) Current academic baseline readiness and prior topic knowledge
(B) Institutional student disciplinary history and annual attendance
(C) Socioeconomic background and overall family financial status
(D) Learning styles, environment preferences, and intelligences

178. Continual assessment is vital in a differentiated classroom because:
(A) Student readiness and understanding evolve continuously during a unit
(B) The school principal mandates the submission of weekly formal grade progress reports
(C) It strictly ensures that all students are kept occupied and busy throughout class hours
(D) It yields official documentary evidence necessary to fail underperforming students

179. A teacher provides a menu of assessment options (e.g., a tic-tac-toe board of tasks) for a final project. This practice is an example of differentiating by:
(A) Curricular content tailored to academic readiness
(B) Instructional process adapted to physical environment
(C) The physical setup of the learning environment
(D) Product choice based on student interest

180. Consider the following assertions about the interplay of assessment and differentiation:
I. Assessment and instruction are inseparable in a differentiated classroom.
II. Assessment is only used at the end of learning to evaluate the success of differentiation.
III. Rubrics in differentiated tasks should evaluate the core competencies, regardless of the product format chosen.
IV. Differentiation means lowering the standards for struggling learners.
Which of the statements are correct?
(A) I and III only
(B) I, II and IV only

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164. Concept inventories are often used in science education as a form of diagnostic assessment. Their main purpose is to:
(A) Systematically assess student compliance with standard laboratory safety rules
(B) Routinely test mathematical calculation speed under timed examination conditions
(C) Physically inventory and catalog all chemical supplies available in the science lab
(D) Identify student misconceptions about fundamental scientific concepts

165. During a reading session, a teacher uses a "Miscue Analysis" to note the specific types of reading errors a student makes (e.g., phonetic vs. semantic). This action by the teacher is deeply rooted in:
(A) Summative evaluation
(B) Assessment of Learning
(C) Peer assessment
(D) Diagnostic assessment

166. While formative assessment asks "How are we doing?", diagnostic assessment fundamentally asks:
(A) Who is officially ranked as the best student in class?
(B) What is the final cumulative grade recorded on report cards?
(C) Is the prescribed curriculum syllabus completely finished?
(D) Where are we starting, and what barriers exist?

167. To use classroom assessment diagnostically, a teacher must be skilled in:
(A) Performing complex statistical standard deviation calculations across all class scores
(B) Designing high-security, confidential question papers for standardized examinations
(C) Formally administering standardized psychological IQ tests in clinical school environments
(D) Interpreting qualitative student responses to uncover cognitive processes

168. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Diagnostic assessments should generally not be graded.
Reason (R): Grading diagnostic tests can induce anxiety and discourage students from exposing their true misunderstandings, which defeats the purpose of the assessment.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

169. What is the most appropriate next step after a teacher conducts a diagnostic assessment and identifies a common misconception among a small group of students?
(A) Deliver a mandatory general lecture to the entire class covering the misconception
(B) Strongly advise parents to hire a private external tutor to fix the learning gap
(C) Wait until final term examinations take place to see if students resolve it alone
(D) Provide targeted small-group instruction addressing the misconception

170. Which tool can serve a dual purpose as both a formative and a diagnostic assessment?
(A) An end-of-year standardized board achievement test paper
(B) A continuous student classroom attendance monitoring chart
(C) An official physical fitness evaluation and health certificate
(D) A hinge question with options based on common misconceptions

171. The role of assessment in differentiated instruction is primarily to:
(A) Create rigid, permanent tracking groups of students based on initial ability scores
(B) Ensure that all students take the exact same standardized exam paper at unit end
(C) Provide institutional justifications explaining why certain students cannot learn content
(D) Provide data to adjust content, process, and product to student readiness

172. Consider the following statements regarding differentiated instruction and assessment:
I. Pre-assessment is essential to determine student readiness before planning instruction.
II. Differentiated instruction requires that every student receives a different final exam.
III. Formative assessment helps the teacher dynamically group and regroup students.
Which of the statements are correct?
(A) I and III only
(B) I and II only

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191. Assessment as Learning empowers students to answer which three crucial questions?
(A) Who is the class teacher? What is the main subject? When is the test?
(B) What is my final grade? Did I pass the test? What is my overall rank?
(C) Which chapter is covered? Which page number? Which specific paragraph?
(D) Where am I going? Where am I now? How to close the gap?

192. Consider the following statements about fostering student ownership:
I. Providing choices in assessment tasks increases student engagement and ownership.
II. Teacher-imposed goals are more effective than student-generated goals for promoting Assessment as Learning.
III. Fostering a growth mindset is critical for students to engage honestly in self-assessment.
Which of the statements are correct?
(A) I and III only
(B) I and II only
(C) II and III only
(D) I, II and III

193. In a classroom promoting Assessment as Learning, errors and mistakes are viewed as:
(A) Severe behavioral failures to be punished
(B) Definitive evidence showing low intelligence
(C) Valid grounds to demote a student academically
(D) Valuable learning opportunities

194. Goal setting in Assessment as Learning is most effective when the goals are:
(A) Purely abstract and distant long-term objectives
(B) Established and set exclusively by student parents
(C) Directly comparative to the highest achiever in class
(D) Specific, short-term, and student-monitored

195. A student notices they consistently lose marks on math tests due to calculation errors rather than conceptual misunderstandings. Based on this self-assessment, the student decides to implement a strategy of checking their work backwards before submitting. As a Principal reviewing this case, you recognize this as a successful manifestation of:
(A) Direct formative teacher feedback provided in class
(B) Traditional summative Assessment of Learning scores
(C) Structured collaborative peer mentoring techniques
(D) Assessment as Learning self-regulation

196. The gradual release of responsibility model ("I do, we do, you do") applied to assessment means that eventually:
(A) The classroom teacher stops grading and marking student assignments altogether
(B) Central school administration entirely takes over classroom assessment duties
(C) Automated, standardized computers grade all submitted student coursework items
(D) Students independently monitor and adjust their own learning

197. Which of the following teacher statements best supports Assessment as Learning?
(A) Here is your official test grade, exactly 75%. Make sure to try much harder next time.
(B) Your submitted essay lacks clear structure, so I have completely rewritten the first paragraph for you.
(C) You consistently perform better than everyone else and are clearly the smartest student in the class.
(D) Compare your draft to the rubric. Which area needs revision?

198. Implementing Assessment as Learning generally results in students developing:
(A) Higher test anxiety
(B) Dependence on teacher approval
(C) A competitive, cut-throat attitude toward peers
(D) Intrinsic motivation and lifelong learning skills

199. A teacher uses "Think-Alouds" to model how she solves a complex problem, verbalizing her confusions and how she overcomes them. The pedagogical purpose of this in the context of Assessment as Learning is to:
(A) Demonstrate and show off the teacher's subject knowledge in class
(B) Fill up remaining instructional time when planned lesson activities run short
(C) Strictly prevent students from talking during teacher presentations
(D) Model metacognitive strategies for student self-monitoring

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(C) II and III only
(D) I, III and IV only

181. When designing assessments for a diverse classroom including Children with Special Needs (CWSN), "accommodations" refer to:
(A) Fundamentally changing essential learning expectations or simplifying core curriculum standards
(B) Completely exempting special needs students from taking all mandated classroom assessment tasks
(C) Directly providing struggling students with correct test answers during exam sessions
(D) Adjustments to how students access or demonstrate learning without lowering standards

182. Allowing a student with dyslexia extra time and a text-to-speech software during an assessment is an example of:
(A) A curriculum modification
(B) An unfair advantage
(C) Lowering the academic standard
(D) An assessment accommodation

183. Assessment as Learning fundamentally places the responsibility of learning on the:
(A) Teacher
(B) Principal
(C) Parents
(D) Student

184. Student ownership of learning is most visibly demonstrated when students:
(A) Consistently arrive on time to class and maintain perfect daily attendance
(B) Can fluently recite entire textbook chapters verbatim from memory
(C) Successfully pass final board examinations with top academic distinctions
(D) Articulate learning goals, evaluate progress, and plan next steps

185. A school has introduced student-led conferences where students present their portfolios to their parents and explain their progress and goals. The Principal champions this initiative because it directly promotes:
(A) Summative Assessment of Learning outcomes
(B) Standardized high-stakes testing readiness
(C) Assessment as Learning and agency
(D) Direct parental grading of daily schoolwork

186. Which cognitive process is central to Assessment as Learning?
(A) Memorization
(B) Classical conditioning
(C) Habituation
(D) Meta-cognition

187. To build student ownership of learning, teachers should transition their role from being the sole evaluators to becoming:
(A) Strict authoritarian figureheads
(B) Completely passive class observers
(C) Formal external exam invigilators
(D) Facilitators of self-reflection

188. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Assessment as Learning requires explicit teaching of self-assessment and reflection skills.
Reason (R): Students do not naturally possess the objective criteria and vocabulary needed to accurately evaluate their own cognitive processes.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

189. A key strategy for promoting Assessment as Learning is the use of "Learning Logs". What is the primary function of a learning log?
(A) To officially record daily assigned homework tasks and completion deadlines
(B) To document severe classroom behavioral disruptions and student infractions
(C) To systematically track daily classroom teacher attendance and lesson timing
(D) To provide a space for students to reflect on learning and confusion

190. When students co-construct assessment rubrics with their teacher, the primary benefit is that it:
(A) Significantly reduces the teacher's daily grading and administrative workload
(B) Guarantees that virtually every student receives a perfect score on the task
(C) Fully satisfies administrative demands made by the local parent-teacher association
(D) Deepens understanding of success criteria and fosters ownership

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ANSWERS

1. (B) To gather ongoing evidence to inform and adjust instructional strategies
Assessment for Learning focuses on the continuous collection of evidence regarding student understanding during the instructional process. By regularly evaluating learner progress, educators gain immediate insights that allow them to refine teaching methods and address learning gaps effectively. This ongoing feedback loop enhances student engagement, improves learning outcomes, and creates a supportive classroom environment centered on continuous development.

2. (D) Integrated continuously into the teaching-learning process
Continuous integration into daily instructional routines distinguishes formative evaluation from traditional testing methods. Rather than occurring strictly at the end of a unit to assign final marks, this approach operates concurrently with instruction. Teachers routinely adjust their pedagogical strategies based on real-time observations, ensuring that instructional pacing directly corresponds to student comprehension levels throughout the entire learning cycle.

3. (D) It is primarily summative and used for certification
Formative assessment prioritizes continuous feedback and active student participation over final administrative evaluation. Unlike summative testing, which aims to certify achievement through cumulative grades at the conclusion of a course, formative practices actively diagnose learning gaps during instruction. This enables immediate adjustments to teaching strategies and empowers learners to take charge of their own continuous educational progress.

4. (C) Assessment for Learning
Utilizing quick exit slips at the conclusion of a lesson to plan subsequent instruction represents a classic formative assessment paradigm. This approach focuses on gathering immediate evidence of student understanding to guide upcoming pedagogical decisions. By analyzing real-time data, teachers can modify lesson structures, address persistent misconceptions, and provide targeted support to meet diverse learning needs effectively.

5. (A) I and II only
Shifting away from constant numerical grading and actively modifying instruction based on learner responses are fundamental features of formative practice. These methods prioritize descriptive feedback and adaptive teaching over terminal marks. Because this paradigm functions continuously throughout the learning process rather than at the end of the academic year, cumulative end-of-year evaluations fall outside its primary operational scope.

6. (D) Providing targeted written feedback on specific areas for student improvement
Delivering targeted descriptive feedback helps students understand their specific strengths and areas needing improvement. This instructional practice encourages reflection, guides self-correction, and fosters a constructive learning environment. By moving away from high-stakes testing, public comparisons, or rigid standardization, educators can tailor their instructional strategies to meet individual learning needs and promote sustained academic growth throughout the course.

7. (D) Constructivism
Constructivist educational philosophy asserts that learners actively construct knowledge through interactive, meaningful experiences rather than passively receiving information. Formative assessment aligns with this perspective by positioning students as active participants who evaluate their understanding, reflect on feedback, and bridge gaps in knowledge. Continuous dialogue between teachers and students facilitates deeper conceptual understanding and promotes self-regulated learning.

8. (A) Both A and R are true and R is the correct explanation of A
Shifting the primary classroom focus from teacher instruction to student learning requires ongoing monitoring of understanding. Continuous feedback allows learners to recognize their cognitive progress and adjust their study

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and deepens critical discussion. Redirecting responses across students creates a collaborative environment focused on shared reasoning.

60. (A) I, II and III only
Hinge questions evaluate readiness to proceed, funneling questions guide toward specific targets, and focusing questions highlight conceptual thinking. These three descriptions accurately represent structured classroom questioning strategies. However, claims that rhetorical questions represent the most effective formative tool are false, as rhetorical prompts do not generate active student evidence needed to inform teaching.

61. (D) Promoting meta-cognitive reflection
Asking students to explain how they arrived at a particular answer prompts metacognitive reflection on their internal cognitive processes. This inquiry encourages learners to make their implicit thinking strategies explicit, justify their reasoning, and identify potential logical errors. Teachers use these explanations to assess metacognitive maturity and guide strategic problem-solving approaches.

62. (D) Single-word factual recall questions
Single-word factual recall questions offer limited diagnostic utility for formative assessment because they test memorization rather than deep conceptual understanding. Closed questions fail to reveal underlying student reasoning or expose complex misconceptions. Effective formative practice prioritizes open, probing questions that illuminate thinking processes and inform necessary pedagogical adjustments.

63. (D) Passing a student's answer to peers for evaluation or debate
Redirecting a student's initial response to peers for evaluation or debate engages the whole class in critical analysis. This technique shifts the teacher's role from sole authority to discussion facilitator, promoting collaborative peer dialogue, active listening, and collective problem-solving as students debate and build upon each other's ideas.

64. (D) The teacher should probe further or engage peers to elaborate rather than closing dialogue
Offering brief praise and instantly moving on closes instructional dialogue prematurely, preventing deeper conceptual exploration. Extending classroom discourse requires probing student responses further or asking peers to build upon expressed ideas. This practice encourages higher-order thinking, uncovers hidden misconceptions, and enriches overall learning through continuous, interactive classroom dialogue.

65. (A) Determine whether to reteach or proceed in the lesson
Inserting hinge questions at critical junctures in a lesson allows teachers to quickly evaluate class readiness to advance to subsequent concepts. Analyzing student response distributions provides immediate evidence showing whether core concepts require reteaching or if instruction can proceed. This targeted checkpoint keeps lesson pacing aligned directly with student comprehension.

66. (D) Students evaluating and giving feedback on classmates' work
Student evaluation of classmates' work against established success criteria defines peer assessment in classroom pedagogy. This collaborative strategy encourages learners to analyze peer work critically, articulate constructive feedback, and reflect on their own assignments. Engaging in peer review deepens subject understanding, builds evaluative judgment, and fosters a cooperative learning culture.

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67. (D) Clear student understanding of success criteria and rubrics
Successful peer review requires students to possess a clear understanding of explicit success criteria and rubrics. Without objective benchmarks, peer feedback risks becoming subjective, superficial, or overly focused on minor errors. Training learners to interpret rubrics ensures that their evaluations remain constructive, fair, aligned with educational goals, and valuable for growth.

68. (A) Both A and R are true and R is the correct explanation of A
Evaluating peer work against explicit criteria requires higher-order analytical processing and self-reflection. By examining how classmates approach assignments, assessors gain fresh perspectives and identify strengths or flaws that inform their own tasks. This evaluative process deepens domain understanding and sharpens critical thinking skills for both the reviewer and the reviewee.

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17. (C) Assessment as Learning — The learner themselves
Matching assessment paradigms with their primary audience reveals that self-directed evaluation specifically serves the individual learner. By reflecting on their personal understanding, analyzing feedback, and adjusting learning approaches, students develop crucial metacognitive skills. This internal reflective process shifts agency directly to the student, fostering self-regulation and personal responsibility for achieving specified learning goals throughout their education.

18. (A) Assessment of Learning
Annual standardized board examinations exemplify summative evaluation designed to measure comprehensive academic achievement at the end of an instructional cycle. These formal tests evaluate cumulative knowledge retention across specified curricula, producing final grades for certification and administrative accountability. Because they occur after instruction concludes, their primary purpose is verifying overall performance rather than guiding real-time classroom teaching.

19. (C) Assessment of Learning identifies daily instructional gaps
Summative evaluation measures cumulative achievement at the end of an instructional period, making it unsuitable for identifying daily learning gaps. In contrast, formative evaluation operates continuously throughout instruction to detect immediate student misconceptions and inform ongoing lesson planning. Misattributing real-time diagnostic functions to end-of-term testing overlooks the distinct operational purposes that define these two primary educational assessment frameworks.

20. (A) I, II and III only
Summative judgments certify completed achievement, formative practices rely on interactive feedback loops during instruction, and self-directed assessment involves personal progress monitoring. These three statements correctly define core assessment paradigms. However, claiming that formative evaluation is exclusively designed by external educational boards is incorrect, as classroom teachers actively design and implement real-time formative strategies during daily teaching.

21. (C) Student self-reflection and meta-cognition
Fostering metacognition through active self-reflection distinguishes self-evaluation from standard teacher-led formative techniques. While formative practices rely heavily on direct feedback provided by instructors, self-evaluation shifts responsibility to the learner. Students critically analyze their own cognitive processes, assess their work against established criteria, and determine strategic adjustments, thereby building self-regulated learning capacity and personal academic agency.

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22. (B) Expanding formative and self-assessment while reducing summative testing
Modern pedagogical frameworks advocate balancing assessment practices by expanding ongoing formative feedback and self-reflective routines while reducing over-reliance on high-stakes summative exams. Prioritizing continuous monitoring and self-regulated evaluation creates a responsive learning environment. This shift helps lower student anxiety, encourages deep conceptual understanding, and ensures that instructional strategies continuously adapt to evolving student learning needs.

23. (A) Awarding a final percentage grade on a term paper
Assigning a final percentage grade on a term paper represents a definitive summative evaluation. This practice measures cumulative performance against established standards at the conclusion of an assignment. Its primary function is certifying achievement for administrative reporting rather than offering immediate, actionable feedback to guide real-time instructional adjustments or support ongoing student revision during the writing process.

24. (D) Assessment as Learning
Tracking personal performance metrics, analyzing individual errors, and determining specific learning focuses exemplify self-regulated learning. In this reflective process, the student acts as the primary evaluator, critically monitoring progress over time against clear benchmarks. This practice develops metacognitive awareness, fosters self-directed goal setting, and transforms the learner into an active manager of their own academic growth.

strategies accordingly. Simultaneously, educators gather real-time evidence to adapt their instructional methods to current student needs, ensuring that teaching directly supports active, learner-centered knowledge construction and retention.

9. (D) Rigid categorization of students into ability groups
Formative assessment aims to promote learner autonomy, enhance motivation, and align instruction with individual educational needs. Rigidly categorizing students into fixed ability groups creates artificial barriers to growth and contradicts the inclusive, growth-oriented philosophy of formative practice. Instead, flexible grouping and ongoing feedback ensure that all learners receive appropriate scaffolding and opportunities to reach higher achievement levels.

10. (A) Assessment for Learning
Using rapid, informal checks like hand gestures during instruction allows teachers to gauge student understanding in real time. This quick diagnostic technique provides immediate, non-punitive feedback that informs instantaneous instructional adjustments. By identifying confusion during the lesson rather than after formal evaluation, educators can clarify concepts immediately, ensuring continuous student comprehension and active classroom engagement.

11. (D) An active participant understanding learning goals and criteria
Learners play an active, central role in the formative assessment process by understanding explicit learning objectives and success criteria. Rather than passively absorbing content or preparing solely for high-stakes tests, students engage in self-reflection, interpret constructive feedback, and monitor their progress. This active involvement fosters self-directed learning skills, enhances intrinsic motivation, and promotes deeper cognitive mastery.

12. (A) I and II only
Qualitative feedback and a forward-looking focus on next instructional steps are defining attributes of formative practice. This approach prioritizes descriptive guidance that helps learners advance beyond their current capabilities. Because its main objective is continuous development during the learning journey, concluding tasks with final, non-negotiable summative grades does not align with this dynamic, developmental evaluation framework.

13. (D) How assessment evidence guides immediate instruction
Transitioning to formative evaluation requires teachers to systematically gather and interpret real-time learning evidence to inform immediate pedagogical adjustments. Rather than focusing primarily on curriculum coverage speed or comparative peer ranking on standardized curves, educators utilize classroom data to address emerging misconceptions instantly. This shift ensures that instructional delivery remains responsive, targeted, and aligned with student needs.

14. (D) Assessment of Learning certifies achievement, while Assessment for Learning improves learning
Distinguishing between assessment paradigms involves recognizing their primary purposes and timing within instruction. Evaluating learning at the end of an instructional cycle certifies accumulated achievement and assigns final performance marks. Conversely, evaluating learning during the instructional process focuses on diagnosing needs, offering descriptive feedback, and modifying teaching techniques to directly improve student understanding and overall educational success.

15. (C) Teacher C
Facilitating self-assessment occurs when educators encourage students to reflect on their internal cognitive processes, track their academic growth, and formulate personal learning targets. This practice empowers learners to become self-regulated agents who monitor their own progress. By analyzing their thinking strategies and setting actionable goals, students develop metacognitive awareness that enhances long-term independence and conceptual mastery.

16. (A) The student's capacity for self-regulated learning
Self-regulated learning centers on developing a student's ability to monitor, direct, and evaluate their own cognitive processes. When learners actively assess their understanding, they become adept at identifying knowledge gaps, selecting appropriate problem-solving strategies, and adjusting their study habits. This metacognitive focus transforms students into autonomous

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33. (A) Understand the cognitive processes students use during learning
Focusing on how students learn requires educators to analyze the underlying cognitive processes and strategies learners employ during problem-solving tasks. Understanding these internal mental steps enables teachers to identify specific misconceptions, adapt instructional scaffolding, and support metacognitive development. This focus ensures that teaching addresses the root causes of learning difficulties rather than merely evaluating final performance outputs.

34. (D) The specific elements required in student work to demonstrate achievement
Success criteria define the concrete, observable elements required in student work to demonstrate that learning goals have been achieved. Clear criteria make expectations explicit, allowing learners to evaluate their work during production and make necessary adjustments independently. This transparency guides self-regulation, improves task performance, and facilitates meaningful teacher and peer feedback throughout the instructional process.

35. (C) Students and teachers share responsibility for learning
Shared responsibility between teachers and students forms the foundation of collaborative classroom assessment practices. Educators facilitate learning by setting clear targets and providing constructive feedback, while students actively engage by evaluating their progress, reflecting on mistakes, and applying corrective strategies. This partnership transforms learners into active agents, promoting accountability, metacognitive awareness, and mutual commitment to educational success.

36. (D) Providing guidance on how to improve
Pointing out correct execution while identifying specific calculation errors provides clear, actionable guidance for student improvement. This targeted feedback helps learners recognize exact procedural mistakes without undermining their confidence or partial success. Focusing on concrete corrective steps encourages student reflection, supports self-correction, and reinforces a growth-oriented environment where errors serve as helpful stepping stones toward full mastery.

37. (C) Highlighting effort and progress rather than just final attainment
Emphasizing sustained effort, strategy use, and personal progress fosters student intrinsic motivation and academic engagement. Celebrating individual growth rather than focusing exclusively on final attainment builds confidence and resilience, particularly among struggling learners. This approach reinforces a growth mindset by showing that perseverance and effective feedback lead directly to continuous performance improvement over time.

38. (D) Provide opportunities for students to reflect on learning against criteria
Developing student self-assessment capabilities requires providing structured opportunities to reflect on work quality using clear criteria. When learners systematically evaluate their performance against established benchmarks, they internalize performance standards and identify specific areas needing improvement. This practice enhances metacognition, reduces over-reliance on external teacher judgment, and fosters independent, self-regulated learning skills.

39. (C) Central to classroom practice
Formative assessment should be recognized as a fundamental element of daily classroom pedagogy rather than an isolated or post-instructional activity. Embedding evaluation directly into daily teaching routines allows educators to monitor comprehension continuously and adapt instruction responsively. This central placement ensures that feedback loops directly enrich teaching strategies and enhance student learning experiences every day.

40. (C) Enable teachers to make dynamic, ongoing instructional decisions
Formative assessment strategies provide real-time information regarding student comprehension during the teaching process. Instructors analyze this ongoing data to make immediate, dynamic adjustments to instructional strategies, such as pacing revisions, reteaching, or providing targeted scaffolding. These responsive pedagogical decisions ensure that classroom instruction directly addresses emerging student misconceptions and learning needs effectively.

41. (D) A think-pair-share activity during a lesson
Engaging students in collaborative discussion routines during instruction provides

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25. (C) From Assessment of Learning to Assessment for Learning
Reforming traditional assessment culture involves shifting focus from terminal, high-stakes testing to continuous, supportive formative evaluation. Moving away from sole reliance on cumulative marks allows educators to use real-time student performance evidence to guide daily instruction. This transformation prioritizes learner development, encourages constructive feedback loops, and fosters a classroom climate where mistakes are viewed as valuable opportunities for growth.

26. (A) Continuously during the instructional unit
Timing is a crucial factor that distinguishes formative evaluation from other assessment modes. Formative practices take place continuously throughout an instructional unit, enabling real-time gathering of student progress evidence. This ongoing schedule provides teachers with immediate insights to adjust pedagogical strategies and allows students to refine their understanding before formal, summative evaluations take place at unit completion.

27. (D) Be recognized as central to classroom practice
Effective educational frameworks position formative evaluation as an integral, daily component of teaching and learning rather than an isolated administrative task. Integrating assessment directly into instructional activities allows teachers to monitor comprehension continuously, deliver immediate constructive feedback, and modify pedagogical strategies dynamically. This seamless connection ensures that evaluation actively supports knowledge acquisition and enhances overall learner development.

28. (A) Both A and R are true and R is the correct explanation of A
Promoting a growth mindset relies on helping students realize that intellectual ability develops through sustained effort, constructive feedback, and revised learning strategies. Formative evaluation reinforces this concept by treating mistakes as learning opportunities rather than permanent failures. Continuous feedback guides students toward incremental progress, fostering resilience, self-efficacy, and a long-term dedication to personal academic development.

29. (B) Frame feedback constructively to protect self-esteem and guide progress
Recognizing the emotional influence of evaluation requires teachers to deliver feedback constructively and sensitively. Framing comments around specific task improvements rather than personal attributes protects student self-esteem and maintains learning motivation. Constructive guidance highlights clear actionable steps, encouraging students to embrace challenges, persist through academic difficulties, and take active responsibility for their continuous educational growth.

30. (C) Aligns with Assessment for Learning by making expectations transparent
Explicitly communicating learning targets and success criteria at the start of a lesson promotes instructional transparency. When students understand clear performance expectations, they can focus their attention effectively, monitor their own progress, and utilize targeted feedback during classroom activities. This proactive strategy exemplifies formative principles by aligning teacher instruction with student expectations to enhance overall learning effectiveness.

31. (B) It aims to maintain strict normative grading curves
Formative evaluation focuses on individual student growth, descriptive feedback, and clear criterion-referenced success benchmarks rather than normative ranking curves. Ranking students against one another creates competitive pressure and shifts attention away from personal mastery. Eliminating comparative curves ensures that assessment practices foster collaborative learning, build intrinsic motivation, and support the diverse learning trajectory of every individual student.

32. (B) I and III only
Essential teaching skills include implementing formative assessment effectively and recognizing the influence of learner motivation on academic progress. Considering both cognitive and affective factors ensures a holistic approach to student growth. Because emotional engagement significantly affects learning, ignoring affective factors leads to an incomplete understanding of student needs, confirming that comprehensive formative evaluation must integrate affective support.

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technique allows educators to evaluate student peer interactions, problem-solving approaches, and natural conceptual application in real time. The gathered evidence provides authentic insights into student understanding, guiding subsequent whole-class or targeted small-group instructional follow-up.

51. (B) Think-Pair-Share
Structured discussion routines where students think individually, discuss ideas in pairs, and present findings to the wider group promote collaborative knowledge construction. This technique encourages active cognitive processing, builds peer communication skills, and provides a safe space to refine thinking. Teachers observe these paired conversations to assess comprehension and address misconceptions effectively.

52. (B) II and III only
Real-time instructional adjustments and empowering student corrective actions before final evaluations define the core purpose of formative strategies. These practices focus on ongoing diagnostic feedback rather than mere formal testing. Because viewing them simply as small-scale graded tests undermines their non-punitive, developmental nature, viewing formative techniques as active learning supports remains accurate.

53. (D) Provoke deep thinking and reveal student reasoning
Formative questioning techniques should primarily aim to provoke higher-order thinking and reveal underlying student reasoning structures. Rather than seeking rapid, low-level factual recall or single-word chorus answers, thoughtful questions prompt learners to analyze, justify, and elaborate on their concepts. Teachers analyze these responses to gauge conceptual depth and guide classroom instruction responsively.

54. (B) Random student selection keeps everyone engaged and accountable
Selecting students randomly rather than relying on raised hands keeps all learners actively engaged and accountable throughout classroom discussions. This technique prevents reliance on a few eager participants, gives every student equal opportunity to respond, and provides teachers with a more representative sample of overall class comprehension and learning needs.

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55. (D) An open-ended question
Asking students to explain or interpret textual events invites diverse, reflective answers rather than a single pre-determined fact. This open-ended questioning strategy stimulates higher-order cognitive processing, encourages personal interpretation, and allows teachers to evaluate the depth of student analytical reasoning and critical comprehension during classroom discussions.

56. (A) Scaffolds learning and builds cognitive autonomy
Using probing questions to guide students toward identifying their own errors scaffolds learning and builds cognitive autonomy. Instead of providing direct corrections, this technique prompts self-reflection and critical thinking. Guided self-correction strengthens problem-solving frameworks, reinforces conceptual understanding, and empowers learners to monitor and adjust their thinking independently.

57. (D) A decrease in the number of students willing to respond
Extending processing time after asking a question encourages wider classroom participation rather than decreasing student willingness to answer. Adequate pause time allows quieter learners and those processing information slowly to organize their thoughts. Consequently, response length, answer complexity, and overall student confidence increase significantly across diverse learner cohorts.

58. (D) Using targeted questions to help students clarify underlying concepts
Socratic dialogue utilizes targeted, disciplined questioning to challenge assumptions and clarify underlying conceptual structures. This interactive method prompts learners to examine their logic, evaluate evidence, and construct coherent arguments independently. Teachers use this approach to expose cognitive gaps and guide students toward deeper, self-discovered conceptual understanding.

59. (B) Build an interactive questioning sequence across peer responses
Sequencing questions by posing a prompt, pausing, calling on a student, and bouncing their response to a peer builds an interactive classroom dialogue. This multi-step strategy ensures active listening, encourages peer evaluation,

78. (D) It provides a legally binding mechanism for final grading
Peer assessment offers numerous educational advantages, including collaborative reflection, critical evaluation skill development, and exposure to diverse problem-solving approaches. However, it cannot serve as a legally binding mechanism for final grading. Official summative certification remains the professional duty of qualified teachers, ensuring fair, reliable, and standardized reporting procedures.

79. (D) Students evaluating their work against criteria to identify learning gaps
Systematically evaluating personal work against established criteria allows students to identify specific knowledge gaps and track learning progress independently. This reflective process encourages self-regulated learning, internalizes standards of quality, and shifts students from passive recipients of marks to active managers of their own cognitive development.

80. (D) Meta-cognition
Engaging regularly in reflective self-assessment directly develops metacognitive capabilities in learners. By evaluating personal performance, monitoring comprehension gaps, and adjusting study strategies, students become highly aware of their own thinking processes. This self-regulatory awareness enhances problem-solving flexibility, improves cognitive autonomy, and supports long-term self-directed learning success.

81. (D) A clear understanding of the desired learning outcomes
Accurate self-assessment requires a clear, explicit understanding of target learning outcomes and success benchmarks. Without transparent benchmarks, students struggle to judge their work's accuracy or identify areas needing revision. Explicit targets provide the necessary baseline for meaningful self-reflection, guiding learners toward self-directed improvement and goal attainment.

82. (D) Learning logs or reflection journals
Utilizing reflective learning logs or journals offers a structured medium for students to engage in ongoing self-assessment. Writing about daily accomplishments, lingering challenges, and learning strategies encourages metacognitive reflection. These written records help students document cognitive growth, identify persistent misconceptions, and set personal academic goals throughout instruction.

83. (D) Reflective self-assessment
Asking reflective questions regarding personal successes, specific challenges, and future improvement strategies characterizes self-directed evaluation. This internal inquiry prompts learners to analyze their cognitive approaches, evaluate work quality, and formulate actionable adjustment plans. Regular engagement in this self-reflective cycle builds agency, improves metacognition, and fosters continuous learning.

84. (A) Fosters student ownership and reduces reliance on teachers
Using teacher-provided rubrics to evaluate personal work prior to submission fosters student ownership and promotes independent learning. Analyzing draft assignments against established criteria allows learners to identify and correct errors proactively. This self-corrective process reduces over-reliance on direct teacher intervention and strengthens metacognitive evaluation skills.

85. (D) Visual scales or color codes to indicate confidence
Employing accessible visual scales or color codes enables young learners to express their understanding and confidence levels effectively. Simplified self-assessment tools provide an intuitive format for children to reflect on learning without being hindered by complex text. This early reflective practice builds foundational metacognitive awareness and encourages self-monitoring routines.

86. (D) The Dunning-Kruger effect overestimating student competence
Cognitive biases such as the Dunning-Kruger effect pose significant barriers to accurate self-assessment, leading novice learners to overestimate their competence. Unskilled students often lack the metacognitive awareness needed to recognize performance deficiencies. Overcoming this challenge requires explicit instruction, clear rubrics, and regular calibration through teacher feedback and moderation.

87. (D) Provide practice opportunities paired with teacher moderation
Providing regular practice opportunities paired with teacher moderation significantly improves

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69. (D) Feedback may be biased by personal student friendships
Personal friendships and social dynamics represent a common hurdle in peer evaluation, potentially compromising feedback objectivity. Students may overpraise friends or hesitate to offer constructive criticism out of fear of social friction. Overcoming this limitation requires structured rubrics, training in giving objective feedback, and establishing safe, supportive classroom norms.

70. (C) Train students to give objective feedback using structured frameworks
Training students to use structured, criterion-referenced frameworks ensures that peer feedback remains objective and constructive. Clear guidelines shift focus away from personal relationships or subjective opinions toward measurable academic expectations. Regular practice with rubrics builds evaluative competency, minimizes interpersonal bias, and increases the diagnostic value of peer assessment activities.

71. (D) Two positive aspects and one area for improvement
Structuring feedback around two positive aspects and one targeted suggestion for improvement creates a balanced, encouraging review format. Identifying specific strengths reinforces successful strategies, while framing corrective input as a single actionable goal keeps feedback manageable. This constructive method protects student confidence while providing clear direction for subsequent work refinement.

72. (A) I and II only
Transferring learning responsibility to students and utilizing formative peer feedback effectively enhance classroom engagement and metacognitive growth. Peer review serves primarily to support progress rather than assign official marks. Because peer feedback complements teacher expertise rather than replacing it, asserting that teacher assessment becomes entirely unnecessary misrepresents professional instructional responsibilities.

73. (D) Social constructivism
Social constructivist learning theory emphasizes that knowledge is collaboratively constructed through social interaction, dialogue, and peer exchange. Peer evaluation embodies this perspective by encouraging learners to negotiate meaning, articulate critical judgments, and scaffold each other's cognitive progress. Interactive feedback cycles deepen subject mastery within a supportive community of practice.

74. (D) Providing a checklist of specific features to look for in the text
Providing novice reviewers with structured checklists highlighting specific textual features ensures focused, effective peer feedback. Scaffolding the review process helps inexperienced students evaluate work objectively against defined criteria. This structured guidance prevents vague commentary, builds evaluative skills, and makes peer critique manageable and educational for all participants.

75. (D) Model constructive feedback and set ground rules for dialogue
Modeling constructive feedback and setting ground rules for communication helps alleviate student anxiety associated with evaluating peer work. Explicitly demonstrating how to deliver supportive, criterion-based suggestions creates psychological safety. Clear norms encourage respectful communication, lower interpersonal tension, and ensure peer reviews remain productive, growth-oriented learning experiences.

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76. (D) Jointly evaluating sample work to share standards
Jointly evaluating sample work to establish shared quality standards defines calibration in peer review setups. By discussing exemplar assignments together using rubrics, students align their evaluative judgments with teacher expectations. This normalization exercise improves scoring consistency, clarifies performance criteria, and ensures that peer feedback remains reliable across the classroom.

77. (A) Students articulate reasoning while justifying feedback
Articulating constructive feedback requires students to explain their reasoning and justify suggestions using clear domain-specific language. This reflective discourse refines academic communication skills, enhances critical thinking, and encourages precise vocabulary usage. Discussing work quality with peers strengthens expressive capabilities and deepens theoretical comprehension for both participating students.

immediate, informal opportunities to evaluate comprehension. This interactive activity allows learners to formulate individual thoughts, refine ideas with peers, and present combined perspectives to the class. Teachers monitor these interactions to gather real-time data, identify lingering misconceptions, and adapt subsequent instructional steps instantly.

42. (B) To check student understanding of key concepts from the completed lesson
Exit tickets serve as brief, targeted formative tools administered at the end of a lesson to assess student grasp of core concepts. Teachers analyze these responses to identify immediate learning gaps, evaluate instructional effectiveness, and plan appropriate adjustments for the next day's lesson. This quick feedback mechanism ensures continuous tracking of student learning progress.

43. (A) Students use colored cards to signal understanding during a lesson
Utilizing visual colored signals during instruction offers a quick, non-verbal method for students to self-assess and communicate their comprehension levels. Green indicates complete understanding, yellow signals partial uncertainty, and red highlights confusion. Teachers scan these signals instantly to identify students needing immediate support and adjust lesson pacing or instructional strategies accordingly.

44. (C) Captures immediate student understanding and pinpoints misconceptions
Writing brief reflective responses at the close of a lesson captures immediate student understanding and pinpoints lingering misconceptions. This concise technique prompts learners to synthesize core concepts and articulate unresolved questions. Teachers examine these insights to gauge overall instructional efficacy and plan targeted review activities, ensuring that subsequent lessons effectively resolve identified learning barriers.

45. (D) How students organize, connect, and synthesize knowledge
Visual representation tools allow students to organize, connect, and synthesize complex domain knowledge clearly. By constructing relational diagrams between key concepts, learners demonstrate their internal cognitive structures and thematic understanding. Teachers evaluate these visual maps to detect structural misunderstandings, assess conceptual depth, and guide targeted instructional intervention to strengthen student cognitive organization.

46. (B) It enables a rapid visual scan of whole-class understanding
Simultaneous response tools like mini-whiteboards allow teachers to conduct a rapid visual scan of whole-class understanding instantly. This formative technique ensures active participation from all students while delivering immediate feedback to the instructor. Teachers quickly identify common errors across the room and adapt their ongoing lesson focus without delaying instructional momentum.

47. (D) Wait Time
Strategically pausing for several seconds after posing a question allows students sufficient time to process information and structure thoughtful responses. This deliberate instructional pause, known as wait time, increases student participation depth, improves response quality, and encourages cognitive engagement from a broader range of learners within the classroom.

48. (A) Both A and R are true and R is the correct explanation of A
Seamlessly integrating formative techniques into daily teaching routines ensures that collected student understanding data directly informs real-time pedagogical decisions. Assessment data loses its formative utility if it cannot immediately alter instructional flow, lesson pacing, or targeted support strategies. Therefore, active integration keeps evaluation directly connected to immediate teaching adjustments and learner needs.

49. (A) Distractors that represent common student misconceptions
Designing diagnostic questions with distractors that mirror specific, common student errors allows teachers to identify exact cognitive misconceptions instantly. When students select particular incorrect options, their choices reveal precise flaws in underlying reasoning. Instructors utilize these specific insights to deliver targeted corrective instruction and successfully resolve deep-seated conceptual errors.

50. (C) Observational assessment
Circulating through the classroom to listen to group discussions without immediate teacher intervention exemplifies observational assessment. This unobtrusive monitoring

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self-assessment accuracy. Comparing personal ratings with moderated teacher evaluations helps students align their evaluative judgments with established performance benchmarks. Guided calibration develops realistic self-awareness, refines evaluative accuracy, and enhances metacognitive skills over time.

88. (A) Both A and R are true and R is the correct explanation of A
Self-assessment transforms learners from passive recipients of grades into active agents of their own educational journey. Internalizing quality criteria enables students to evaluate personal progress, spot cognitive gaps, and adjust learning strategies independently. This active involvement fosters ownership, builds metacognitive skills, and promotes lifelong self-regulated learning.

89. (D) To demonstrate self-assessment and articulate learning
Attaching self-reflection sheets to portfolio artifacts allows students to articulate their learning progress, justify work choices, and identify areas for future improvement. This reflective process transforms a simple collection of assignments into an active tool for self-evaluation. It documents cognitive growth, highlights strategy selection, and demonstrates metacognitive insight.

90. (D) Which strategy helped you overcome the task's difficulty?
Prompting students to identify specific strategies used to overcome task difficulties encourages deep metacognitive self-assessment. Rather than evaluating simple recall or comparative performance, this inquiry focuses attention on cognitive problem-solving processes. Reflecting on strategy selection helps learners build self-awareness, refine study approaches, and apply successful techniques to future academic challenges.

91. (D) Self-regulation
Setting specific goals based on reflective self-assessment directly demonstrates student self-regulation. Analyzing personal performance data allows learners to identify learning needs and formulate targeted action plans. This active process of monitoring, reflecting, and goal setting empowers students to take control of their educational growth and drive their academic success.

92. (B) II and III only
Psychological safety and bridging performance gaps through reflection are essential conditions for effective self-assessment. Because accurate self-evaluation requires explicit instruction and continuous calibration rather than being an innate ability, assuming students perform it naturally without guidance is incorrect. Structured training ensures learners develop reliable, objective reflective skills.

93. (D) Descriptive, specific, and actionable
Effective feedback in formative assessment must be descriptive, specific, and actionable to guide meaningful learning improvement. General praise or simple numerical marks fail to provide actionable direction. Clear comments detailing specific strengths and concrete steps for correction help students understand how to bridge current performance gaps and achieve target outcomes.

94. (D) Feedback providing cues on task and process improvements
Feedback offering specific cues regarding task execution and procedural processing exerts a powerful influence on student learning outcomes. Focusing on strategy use and task mechanics helps learners understand how to correct errors and refine problem-solving techniques. This approach promotes deep conceptual processing and long-term skill retention far better than simple praise or marks.

95. (D) Provide clear guidance on next steps to improve
Emphasizing future-oriented guidance ensures that evaluative comments focus on actionable next steps for student improvement. Forward-focused commentary guides learners on how to apply current insights to upcoming tasks, rather than merely cataloging historical errors. This forward-looking approach maintains learning momentum, encourages reflection, and fosters continuous academic growth.

96. (D) A grade alone gives no information on how to improve
Returning assignments with sole numerical marks and no narrative guidance limits formative value because a grade alone offers no information on how to improve. Without specific descriptive comments identifying strengths and detailing corrective steps, students cannot determine how

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to address errors, adjust study strategies, or achieve target learning goals.

97. (D) Your introduction is clear, but the second paragraph lacks supporting evidence.
Precise feedback identifying concrete structural strengths alongside clear, localized areas for improvement exemplifies high-quality formative commentary. Specifying that an introduction is clear while noting that supporting evidence is missing in a subsequent paragraph offers actionable guidance. This specific direction allows the student to undertake targeted revisions effectively.

98. (D) Provide the student with strategies to close the gap
Identifying gaps between current student understanding and target learning goals requires educators to provide concrete strategies to bridge those differences. Offering clear procedural guidance, scaffolding, or alternative study approaches enables learners to address misconceptions effectively. This supportive response converts diagnostic observations into actionable pathways for sustained academic improvement.

99. (D) Encourage students to find their own errors in complex tasks
Deliberately delaying feedback on complex assignments encourages students to process information deeply and independently detect their own errors. Providing immediate answers can create reliance on external correction, whereas brief delays foster self-monitoring, cognitive perseverance, and deeper engagement with problem-solving procedures before receiving formal teacher input.

100. (B) I, II and IV only
Combining grades with comments often leads students to ignore written feedback, effective commentary stimulates critical reflection, and task-level input outperforms personal praise. These statements correctly summarize feedback research. However, claiming feedback is effective only when delivered by teachers is false, as peer and self-assessment practices also yield powerful, measurable educational gains.

101. (D) It forces students to engage with feedback to understand performance
Implementing comment-only marking obliges students to read and process narrative feedback actively to understand their performance levels. Removing numerical grades prevents learners from focusing solely on marks or comparing results with peers. This approach directs attention to qualitative guidance, encouraging self-reflection and actionable revisions.

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102. (A) The student may become overwhelmed and demotivated
Overloading student work with excessive critical commentary risks overwhelming and demotivating the learner. When presented with too many corrections at once, students may struggle to prioritize adjustments, leading to frustration and cognitive fatigue. Targeted, selective feedback focused on core learning priorities produces far more effective instructional outcomes.

103. (D) Praise, constructive criticism, and praise
Structuring feedback by enclosing constructive criticism between initial and closing positive observations defines a balanced communication technique. Delivering praise first builds confidence and receptivity, while follow-up praise maintains motivation after addressing areas for growth. This supportive structure ensures students view feedback as encouraging guidance rather than demoralizing judgment.

104. (D) Shift to descriptive feedback explaining what to improve and how
Advising teachers to transition from vague statements to detailed descriptive commentary ensures feedback becomes truly useful. Explaining specific performance gaps and detailing actionable steps for correction provides clear direction. Specific guidance replaces ambiguous demands to work harder, enabling students to implement targeted improvements effectively.

105. (D) Providing temporary supports enabling students to achieve goals independently
Offering temporary instructional supports tailored to student needs defines scaffolding within educational feedback practices. Providing guided prompts, modeling, or graphic organizers helps learners bridge gaps between current capabilities and target goals. As competence increases, these supports are gradually removed,

fostering independent problem-solving and long-term academic autonomy.

106. (D) It contains specific strategies students can apply immediately
Actionable feedback provides specific, practical strategies that students can apply immediately to improve their work. Clear procedural recommendations enable learners to correct errors, refine thinking, and upgrade performance systematically. Timely, practical guidance transforms evaluative commentary into a powerful driver of continuous academic development.

107. (D) A scoring guide evaluating performance across explicit criteria
Defining a rubric as a structured scoring guide ensures objective evaluation across explicit performance criteria and performance levels. Rubrics articulate precise expectations for varying quality levels, offering transparent standards for teachers and students alike. This clarity promotes consistent grading, guides student self-regulation, and facilitates meaningful formative feedback.

108. (A) Both A and R are true and R is the correct explanation of A
Utilizing detailed rubrics enhances grading objectivity and consistency across complex assignments like essays or projects. Breaking tasks down into specific components and describing distinct performance levels reduces subjective bias. Evaluators apply standardized criteria uniformly, ensuring fair assessment while providing students with clear diagnostic details regarding performance quality.

109. (D) Evaluates specific dimensions of a task individually
Assessing specific task dimensions independently distinguishes analytic rubrics from holistic scoring guides. Evaluating traits like grammar, structure, and argument quality separately yields detailed diagnostic feedback. This trait-by-trait breakdown helps students pinpoint exact strengths and technical weaknesses, facilitating focused revisions and targeted skill development across complex learning tasks.

110. (D) Analytic Rubric
Selected for its diagnostic specificity, an analytic rubric evaluates distinct components of student performance separately. Assessing writing mechanics, thematic development, and structural organization independently provides granular feedback. This specific diagnostic breakdown enables teachers and students to target exact areas needing revision, significantly supporting skill mastery.

111. (D) The levels of performance (e.g., Proficient, Exemplary)
Arranging evaluation frameworks requires placing performance continuum levels along the horizontal axis, while criteria occupy the vertical axis. Columns delineate explicit performance levels, ranging from novice to exemplary categories. This grid structure enables evaluators to match student work against specific descriptors, ensuring transparent and consistent grading across tasks.

112. (A) I and II only
Explicitly communicating expectations and co-creating scoring rubrics with students enhance learning transparency, engagement, and understanding of quality standards. These collaborative practices empower learners. However, claiming rubrics completely eliminate teacher judgment is incorrect, as applying rubric descriptors to complex work still requires professional evaluative expertise.

113. (D) Guides self-regulation and monitoring of work against criteria
Providing rubrics prior to task commencement guides student self-regulation and continuous work monitoring against clear standards. When expectations are explicit, learners evaluate their ongoing work, detect deficiencies, and make self-directed revisions during production. This transparency aligns student effort with learning targets and fosters high achievement.

114. (D) Quick overall judgment of a product or performance
Holistic rubrics evaluate an entire assignment as a single integrated whole, making them ideal for quick overall assessments. By summarizing general performance quality into one unified score, evaluators streamline grading for large-scale or summative tasks. Although less detailed diagnostically, holistic scoring provides an efficient, reliable summary mark.

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asserting an emphasis on theoretical knowledge over practical skill is incorrect.

153. (D) Provided targeted support and further opportunities for mastery
Students who do not achieve initial mastery in a competency-based model receive targeted instructional intervention and additional opportunities to demonstrate competence. Rather than assigning permanent failing marks or forcing grade retention, the system provides flexible scaffolding and re-testing opportunities until full performance standards are met.

154. (D) Learning facilitators and coaches
Modern educational frameworks require teachers to transition from traditional information transmitters to dynamic learning facilitators and instructional coaches. Facilitating competency acquisition involves guiding student practice, providing targeted formative feedback, and scaffolding individual learning pathways. This coaching role fosters learner autonomy, active problem-solving, and continuous skill mastery.

155. (D) Integrates math, digital skills, and real-world problem-solving
Utilizing budget planning spreadsheets for school events exemplifies competency assessment by integrating mathematical calculations, digital tool usage, and practical problem-solving. Evaluating integrated skills in authentic contexts reflects real-world demands, measuring how effectively students synthesize diverse capabilities to solve realistic, complex tasks.

156. (A) Creating valid competency assessment tools
Developing high-quality item banks organized around clear learning outcomes is essential for constructing valid competency assessment tools. Item banks provide calibrated, standardized test items aligned with specific cognitive levels and performance criteria, enabling teachers to assemble reliable diagnostic and summative assessments efficiently to evaluate student competency.

157. (D) Identify specific learning gaps and misconceptions prior to instruction
Diagnostic assessment serves primarily to identify specific learning gaps, prerequisite skill deficits, and underlying student misconceptions prior to instructional delivery. Uncovering baseline learning needs enables educators to tailor upcoming teaching strategies, plan remedial support, and differentiate content to ensure all students possess prerequisite knowledge.

158. (D) Diagnostic assessment finds baseline readiness, while formative is ongoing
Assessing baseline readiness prior to instruction defines diagnostic testing, whereas monitoring comprehension continuously during teaching defines formative evaluation. Diagnostic tools isolate specific prerequisite deficits to inform initial lesson planning, while formative checks guide ongoing instructional adjustments throughout the learning process.

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159. (D) Adjust plans to reteach foundational fraction concepts before moving forward
Discovering widespread prerequisite knowledge gaps on pre-tests mandates adjusting instructional plans to reteach foundational concepts before introducing advanced content. Proceeding with complex topics without addressing foundational deficits leads to cumulative learning failure. Targeted reteaching establishes necessary prerequisite understanding, ensuring subsequent instructional success.

160. (B) I, II and IV only
Identifying root causes of repeated errors, focusing on sub-skills, and informing individualized education plans represent valid diagnostic functions. These applications directly support targeted instruction. Because diagnostic assessments serve classroom teachers and individual learners rather than external accountability boards, claiming external boards are the primary audience is incorrect.

161. (D) Analyzes mistake patterns to reveal underlying student misconceptions
Error analysis involves systematically examining student mistake patterns to reveal underlying cognitive misconceptions and procedural flaws. Analyzing specific errors enables teachers to distinguish between simple carelessness and fundamental conceptual misunderstandings, guiding targeted remedial instruction to address specific learning barriers effectively.

162. (A) Remedial teaching
Diagnostic assessment directly informs remedial teaching by pinpointing specific learning deficits and misconceptions needing correction. Identifying exact cognitive gaps enables educators

and writing reflective entries builds self-evaluation skills and highlights developmental progress. Active student involvement converts routine collections into meaningful tools for reflective growth.

125. (D) They integrate multimedia artifacts and are highly portable
Electronic portfolios offer distinct advantages by integrating diverse multimedia artifacts like audio, video, and digital documents within a portable platform. Digital formats facilitate easy storage, organization, and sharing with teachers or parents. This versatility enhances creative student expression and provides a comprehensive record of academic progress.

126. (D) Portfolio assessment across cognitive, affective, and psychomotor domains
Holistic progress cards rely on comprehensive portfolio principles to evaluate student development across cognitive, affective, and psychomotor domains simultaneously. Moving beyond traditional academic marks, this multidimensional assessment tracks emotional maturity, physical skills, social growth, and conceptual understanding, providing a complete profile of child development during early childhood education.

127. (A) A scoring rubric aligned with portfolio objectives
Assigning reliable summative grades to portfolio collections requires utilizing a clear scoring rubric aligned with learning objectives. Standardized rubrics provide explicit evaluation criteria across performance levels, ensuring consistent and objective grading. This structured approach prevents subjective bias and ensures fair evaluation of multi-faceted student work collections.

128. (A) Both A and R are true and R is the correct explanation of A
Portfolios serve diverse learners effectively, including children with special needs, by supporting multimodal demonstrations of competence. Allowing students to showcase understanding through varied formats highlights individual progress rather than rigid normative expectations. This flexible approach provides inclusive evaluation opportunities aligned with personalized learning capabilities.

129. (D) Selection
Selecting specific artifacts for inclusion in a portfolio constitutes a critical step in the curation process. Students analyze their work against learning goals to choose representative pieces showing effort, mastery, or growth. This decision-making process builds evaluative judgment, encourages critical self-reflection, and ensures the portfolio effectively documents achievement.

130. (D) Provide a portfolio overview and reflect on learning
Including an introductory reader's letter provides a comprehensive portfolio overview while encouraging overarching self-reflection. Students introduce their curated work, explain selection choices, highlight key growth areas, and outline future targets. This reflective summary synthesizes the overall learning journey, framing the portfolio's contents for evaluators.

131. (A) It ensures tests accurately measure intended learning
Aligning classroom assessment directly with instructional objectives ensures that evaluation tools accurately measure intended learning outcomes. Constructive alignment guarantees that tests measure targeted cognitive skills and domain knowledge rather than tangential content. This structural alignment validates assessment results, guiding accurate instructional decisions and supporting student learning progress.

132. (A) I and II only
Constructive alignment requires that learning outcomes determine teaching methods and that assessment tasks evaluate those outcomes directly. These connections ensure pedagogical coherence. Because alignment applies equally to formative practices by keeping feedback targeted on learning goals, asserting that alignment is irrelevant in formative contexts is incorrect.

133. (B) An essay evaluating economic, social, and political causes of the revolt
Assessing high-level analytical objectives requires tasks that demand critical synthesis and explanatory reasoning, such as an analytical essay. Evaluating economic, social, and political factors aligns directly with analyzing historical causes. Multiple-choice recall or simple map identification tasks fail to assess higher-order analytical capabilities effectively.

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172. (A) I and III only
Utilizing pre-assessments to measure readiness and employing formative checks for flexible grouping represent fundamental differentiated practices. These routines ensure adaptive teaching. Claiming that differentiation requires every student to take a different final exam is false, as differentiation focuses on flexible instructional pathways toward shared core standards.

173. (D) Provide extension activities or independent study on the topic
Identifying students who have already mastered upcoming unit goals requires providing advanced extension activities or self-directed independent study projects. Forcing advanced learners to repeat mastered content causes disengagement. Offering complex enrichment challenges maintains cognitive engagement, deepens conceptual understanding, and supports continuous intellectual growth.

174. (A) Writing an essay, making a presentation, or building a model
Differentiating the assessment product involves allowing students to choose among various expression formats, such as written essays, oral presentations, or hands-on physical models. Product choice permits learners to demonstrate core domain mastery through preferred communication modalities, boosting engagement while maintaining rigorous academic evaluation standards.

175. (D) Data-driven flexible grouping within differentiated instruction
Dynamic rotation of flexible small groups based on daily exit ticket data exemplifies data-driven differentiated instruction. Grouping students fluidly according to immediate learning needs prevents rigid ability tracking. Responsive grouping ensures targeted instruction, providing remediation or acceleration matched directly to current student understanding.

176. (D) Tasks vary in complexity while targeting the same core learning goal
Tiered assignments differentiate instruction by offering tasks that vary in cognitive complexity while keeping core learning objectives uniform for all students. Adjusting scaffolding, resource complexity, or abstractness allows learners across diverse readiness levels to engage with essential concepts meaningfully at appropriately challenging levels.

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177. (D) Learning styles, environment preferences, and intelligences
Assessing student learning profiles involves gathering diagnostic data regarding individual learning style preferences, working environment needs, and multiple intelligence strengths. Understanding these personal learning characteristics enables educators to structure instructional environments, group routines, and learning activities to align with individual student processing strengths.

178. (A) Student readiness and understanding evolve continuously during a unit
Continual assessment is essential in differentiated classrooms because student understanding and instructional readiness evolve dynamically throughout a unit. Ongoing checks allow teachers to track emerging mastery, adjust instructional pacing, and reorganize flexible learning groups responsively, ensuring instruction continually adapts to evolving student learning needs.

179. (D) Product choice based on student interest
Offering a structured menu of final project options, such as choice grids, differentiates learning by product choice driven by student interest. Allowing learners to select preferred final demonstration formats enhances intrinsic motivation and personal task investment while maintaining rigorous evaluation of target core competencies.

180. (A) I and III only
Seamlessly connecting assessment with instruction and evaluating core competencies regardless of product choice represent key tenets of differentiated evaluation. However, claiming assessment occurs only post-instruction or that differentiation lowers standards misrepresents the philosophy, which maintains high expectations through flexible, continuous support.

181. (D) Adjustments to how students access or demonstrate learning without lowering standards
Assessment accommodations provide necessary adjustments to how students access test materials or express learning without altering core construct standards or expectations. Modifications like extended time, specialized formatting, or assistive technologies remove

appraisal skills rather than simple comprehension or application.

144. (D) Application of knowledge, skills, and attitudes in real-world contexts
Competency-based evaluation measures how effectively students apply knowledge, skills, and attitudes to solve complex, real-world problems. Moving beyond theoretical recall or written speed, this approach evaluates functional mastery in authentic situations. Demonstrating competency requires synthesizing diverse capabilities to perform tasks successfully across varied practical contexts.

145. (C) Factual recall questions to context-based application problems
Transitioning to competency-based assessment requires shifting test items from simple factual recall to context-rich application problems. Evaluating practical competence requires presenting scenario-based challenges that demand critical thinking and skill integration. This shift aligns classroom assessment with real-world utility, measuring true mastery rather than mechanical memorization.

146. (D) The variable factor, with mastery being the fixed goal
Competency-based systems treat learning time as a flexible variable while establishing concept mastery as the non-negotiable fixed goal. Learners progress through content at personalized paces, receiving targeted support until demonstrating required competence. This approach replaces rigid time schedules with flexible learning pathways focused on complete skill acquisition.

147. (D) Real-world performance tasks and simulations
Authentic evaluation within a competency framework utilizes real-world performance tasks, practical projects, and realistic simulations. These immersive activities require students to demonstrate integrated knowledge and practical skills under realistic conditions. Authentic tasks evaluate functional competence, critical thinking, and problem-solving abilities far more effectively than traditional paper-and-pencil tests.

148. (A) Both A and R are true and R is the correct explanation of A
Competency-based assessment necessitates using descriptive rubrics because complex competencies blend knowledge, technical skills, and dispositions that binary right/wrong scoring cannot evaluate. Detailed rubrics articulate nuanced performance criteria across mastery levels, enabling evaluators to assess complex demonstrations of ability fairly, consistently, and diagnostically.

149. (A) Key-stage competency assessment
Structured key-stage assessment initiatives evaluate core conceptual competencies and higher-order thinking skills at key educational milestones. Moving away from traditional high-stakes testing, these systems provide diagnostic data regarding systemic learning levels, ensuring curriculum delivery aligns with national competency standards and developmental benchmarks.

150. (C) Norm-based ranking
Competency-based evaluation relies on criterion-referenced benchmarks, learner-centric pacing, and formative diagnostic feedback rather than comparative norm-based ranking. Sorting students on comparative curves creates artificial competition and distracts from individual skill acquisition. Focusing on absolute performance standards ensures that every student works toward verified competency mastery.

151. (C) A role-play task requiring students to negotiate a solution
Evaluating functional communication skills requires authentic performance tasks, such as interactive role-plays demanding real-time negotiation and dialogue. Isolated grammar worksheets or vocabulary matching tests measure discrete linguistic knowledge rather than actual communicative fluency. Practical scenarios assess how effectively students apply language skills in dynamic social interactions.

152. (A) I and II only
Prioritizing practical outcomes and providing flexible pathways to demonstrate mastery define competency-based systems. These principles support personalized learning trajectories. Because competency emphasizes practical application and knowing how to perform rather than passively knowing isolated information,

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115. (D) Develop and apply a criterion-referenced analytic rubric
Developing and applying criterion-referenced analytic rubrics resolves grading inconsistency by establishing clear, objective evaluative standards. Assessing specific dimensions against defined descriptors minimizes personal bias and standardizes grading practices. This structured framework ensures fair treatment for all students while delivering reliable diagnostic feedback.

116. (A) Descriptors
Descriptors refer to the explicit statements located within the intersecting cells of a rubric grid. These qualitative statements detail specific observable behaviors, features, or performance standards required at each achievement level. Clear descriptors guide objective evaluation, help students understand exact performance expectations, and ensure consistent grading across different evaluators.

117. (D) They may constrain creativity through rigid performance formulas
Rigidly designed rubrics can inadvertently constrain student creativity by forcing work into prescriptive formulas or restrictive checklists. When scoring criteria prioritize mechanical compliance over innovative thinking, learners may focus solely on meeting explicit requirements rather than exploring original ideas. Effective rubrics must balance structural clarity with creative expression.

118. (D) Authentic performance assessment
Portfolio assessment represents an authentic performance evaluation method that documents student achievement through meaningful, real-world work collections over time. Unlike standardized tests, portfolios capture complex learning processes, diverse skills, and practical knowledge application. This approach provides a comprehensive, realistic profile of learner capabilities and academic growth.

119. (D) Includes reflections and selected artifacts showing growth
Including student self-reflections and selectively curated work artifacts distinguishes a true portfolio from a simple storage folder. Portfolios document learning over time, showcasing progress, self-assessment, and strategic revision. This reflective curation transforms collected work into a meaningful narrative of personal academic growth and skill development.

120. (D) Documents learning stages including drafts and revisions
Documenting initial ideas, successive drafts, and final revisions defines a process portfolio, distinguishing it from a showcase collection of final products. Process portfolios illuminate the learning journey, highlighting error correction, strategy adjustments, and skill refinement over time. This longitudinal focus emphasizes ongoing improvement and developmental growth.

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121. (D) Develop metacognition by reflecting on learning
Embedding reflective commentary within portfolios directly fosters metacognition by prompting students to analyze their learning experiences. Articulating why specific artifacts were chosen, identifying challenges overcome, and outlining future goals deepens self-awareness. This reflective practice encourages independent, self-regulated learning and critical evaluative judgment.

122. (D) Constructivist pedagogy
Portfolio evaluation aligns closely with constructivist pedagogy, which views learning as an active, continuous process of building understanding. Portfolios display evolving knowledge, critical reflection, and individual achievement over time. This approach respects diverse learning pathways, emphasizes authentic task performance, and values student agency in managing personal educational growth.

123. (D) It is time-consuming to compile and evaluate
Compiling and evaluating extensive student portfolios requires significant time, presenting operational challenges in large classroom settings. Reviewing diverse artifacts, narrative reflections, and diagnostic details demands considerable teacher effort compared to automated grading. Managing this workload effectively requires well-structured evaluation rubrics and scheduled curation routines.

124. (D) Have students select artifacts periodically and reflect on learning
Transforming passive work folders into authentic portfolios requires involving students in selecting artifacts and reflecting on their learning. Periodically choosing representative assignments

to design targeted remedial interventions, personalized instructional strategies, and focused practice exercises that help struggling students overcome specific learning hurdles efficiently.

163. (D) Break down skills into components to pinpoint learning stalls
Deconstructing complex academic skills into discrete sub-components allows diagnostic tests to pinpoint exact locations where student learning stalls. Evaluating specific sub-skills illuminates precise cognitive breakdowns, enabling teachers to deliver targeted remedial instruction rather than general, ineffective content review.

164. (D) Identify student misconceptions about fundamental scientific concepts
Science concept inventories function as diagnostic tools designed to reveal prevalent student misconceptions regarding core scientific principles. Multiple-choice distractors mirror common intuitive errors, illuminating flawed mental models. Teachers analyze inventory results to design targeted conceptual change strategies and guide students toward scientifically accurate understanding.

165. (D) Diagnostic assessment
Analyzing reading errors to categorize phonetic and semantic oral reading miscues represents a classic diagnostic assessment procedure. Systematically tracking miscue types reveals specific decoding and comprehension strategies utilized by the reader. Teachers apply these diagnostic insights to design targeted reading interventions that address individual literacy needs.

166. (D) Where are we starting, and what barriers exist?
Framing diagnostic evaluation around identifying starting baselines and potential learning barriers distinguishes it from ongoing formative progress checks. Diagnostic inquiry isolates prerequisite knowledge levels, entry-level skills, and cognitive misconceptions existing prior to teaching, providing the baseline context necessary for planning responsive, differentiated instruction.

167. (D) Interpreting qualitative student responses to uncover cognitive processes
Utilizing diagnostic evaluation effectively requires teachers to interpret qualitative student responses to uncover underlying cognitive processes and flaws in logic. Analyzing open-ended explanations, written steps, and verbal reasoning illuminates how students process concepts, enabling targeted instructional interventions that address root causes of learning difficulties.

168. (A) Both A and R are true and R is the correct explanation of A
Keeping diagnostic assessments ungraded prevents evaluation anxiety and encourages students to reveal their true misunderstandings openly. Assigning marks to pre-instructional checks induces fear of failure, leading learners to conceal confusion. An ungraded environment fosters psychological safety, yielding authentic data essential for planning effective remedial teaching.

169. (D) Provide targeted small-group instruction addressing the misconception
Pinpointing a shared misconception among a subset of students requires delivering targeted small-group instruction to resolve those specific errors. Rather than subjecting the entire class to redundant lectures or leaving students to struggle independently, flexible small-group intervention provides focused scaffolding that successfully corrects misconceptions.

170. (D) A hinge question with options based on common misconceptions
Crafting hinge questions with distractors derived from common misconceptions allows a single item to serve dual diagnostic and formative purposes. The prompt instantly diagnoses specific cognitive misunderstandings while providing real-time formative data that informs whether instruction should advance or pivot to immediate class-wide reteaching.

171. (D) Provide data to adjust content, process, and product to student readiness
Assessment within differentiated instruction functions primarily to generate actionable data for modifying content, instructional processes, and learning products according to student readiness, interest, and profile. Continuous evaluation ensures learning experiences remain appropriately challenged, preventing boredom or frustration and optimizing individual growth.

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134. (D) Misalignment
Misalignment describes a structural disconnect between specified learning objectives and chosen assessment tasks. When test items evaluate different cognitive levels or content domains than those targeted during instruction, assessment validity is severely compromised. Ensuring tight alignment guarantees that evaluations measure intended knowledge and skills accurately.

135. (D) The assessment lacks construct validity relative to the stated objective
Assessing experimental design through simple diagram labeling creates a clear mismatch, compromising construct validity. Evaluating the ability to design experiments requires active problem-solving tasks rather than factual identification. When test demands fall below target cognitive levels, the assessment fails to measure the intended learning construct accurately.

136. (D) Identify outcomes, determine assessment evidence, then plan instruction
Backward design instructional planning requires educators to establish target learning outcomes first, determine acceptable assessment evidence second, and plan learning activities last. Designing assessments before planning daily instruction ensures that teaching remains focused on intended goals. This intentional sequence prevents aimless activities and maintains tight pedagogical alignment throughout.

137. (D) Bloom's Revised Taxonomy
Bloom's Revised Taxonomy provides a widely recognized framework for categorizing cognitive levels, ensuring alignment between learning objectives and classroom assessments. Categorizing targets from factual recall to creative synthesis helps teachers design evaluations matching targeted cognitive complexity, ensuring assessments measure intended depth of knowledge accurately.

138. (C) Produce a new, original product or idea
Target objectives at the highest creation level of Bloom's Taxonomy require students to generate, plan, or produce innovative ideas or original products. Assessments aligned with this cognitive level move beyond simple recall, comparison, or formula application, challenging learners to synthesize knowledge to solve novel problems creatively.

139. (A) Content validity and balanced objective representation
Utilizing a test blueprint or table of specifications ensures content validity and balanced representation of learning objectives. Mapping test items against specific topics and cognitive levels prevents overemphasizing minor facts. This systematic planning tool guarantees that final tests accurately reflect the proportion and depth of taught curriculum goals.

140. (B) II and III only
Effective learning objectives must be SMART and serve as clear benchmarks for measuring student progress. These characteristics ensure instructional precision. Writing objectives from a teacher-centered perspective or restricting them to summative contexts misinterprets learning-centric design, as explicit objectives guide both daily formative feedback and terminal evaluations.

141. (D) Observation via behavioral checklists or questionnaires
Evaluating affective domain outcomes, such as empathy or respect for diverse views, requires observational methods like behavioral checklists or reflective questionnaires. Paper-and-pencil tests measure cognitive recall rather than internal attitudes or interpersonal behaviors. Systematic observation offers authentic evidence regarding how students demonstrate targeted values during classroom interactions.

142. (D) It breaks down objectives into observable evidence of achievement
Success criteria break down general learning objectives into concrete, observable indicators of achievement. Clear criteria inform students exactly what successful performance looks like, guiding self-evaluation and targeted effort. This structural breakdown bridges abstract curricular goals and specific assessment tasks, ensuring coherent instructional alignment.

143. (C) Evaluating
Critiquing arguments, judging reasoning validity, and assessing evidence quality operate at the evaluating level of Bloom's Revised Taxonomy. This cognitive process requires making justified judgments based on established criteria and standards. Aligning assessment tasks with this level ensures students demonstrate critical

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construct-irrelevant barriers, ensuring fair, accurate evaluation for children with special needs.

182. (D) An assessment accommodation
Providing extra time and text-to-speech accommodation for students with dyslexia represents a standard assessment accommodation. These adjustments eliminate reading disability barriers without altering assessed academic content or lowering expectations. Accommodations ensure equal access, allowing students to demonstrate true domain knowledge accurately and fairly.

183. (D) Student
Placing primary responsibility for learning on the individual student defines the core philosophy of self-directed assessment paradigms. In this framework, learners actively monitor cognitive progress, evaluate personal work against benchmarks, and adjust study strategies independently. This agency shifts students from passive recipients of instruction to active self-regulated managers of learning.

184. (D) Articulate learning goals, evaluate progress, and plan next steps
Demonstrating student ownership occurs when learners articulate clear goals, evaluate personal progress against criteria, and formulate concrete next steps independently. Active engagement in progress tracking and strategic planning reflects metacognitive maturity and intrinsic motivation, transforming students into autonomous, self-directed learners responsible for continuous development.

185. (C) Assessment as Learning and agency
Conducting student-led parent conferences where learners present portfolios, explain progress, and outline future targets directly promotes self-directed assessment and agency. Articulating growth and reflecting on learning choices fosters self-regulation, accountability, and metacognition, transforming students into active, self-aware owners of their academic journey.

186. (D) Meta-cognition
Developing metacognitive capacity serves as the central cognitive engine within self-directed evaluation practices. Thinking about one's own thinking enables learners to monitor comprehension, identify cognitive gaps, and adapt problem-solving strategies autonomously. Fostering metacognition builds independent, self-regulated learning capabilities necessary for continuous intellectual growth and lifelong self-improvement.

187. (D) Facilitators of self-reflection
Developing student learning ownership requires teachers to transition from traditional authoritative evaluators to skilled facilitators of self-reflection. Educators guide students to interpret rubrics, analyze personal performance data, and set personal learning targets. This supportive facilitation fosters metacognitive awareness, self-regulation, and learner autonomy.

188. (A) Both A and R are true and R is the correct explanation of A
Implementing self-directed evaluation requires explicit instruction in self-assessment routines because students do not inherently possess objective criteria or reflective vocabulary. Teaching learners how to apply rubrics, evaluate evidence, and analyze thinking processes scaffolds metacognitive development, enabling accurate self-monitoring and strategic self-correction.

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189. (D) To provide a space for students to reflect on learning and confusion
Utilizing learning logs provides students with a dedicated reflective medium to document understandings, analyze cognitive struggles, and reflect on learning strategies. Writing regular self-reflections deepens metacognitive awareness, helps pinpoint specific lingering confusions, and encourages self-directed goal setting, significantly supporting continuous academic progress.

190. (D) Deepens understanding of success criteria and fosters ownership
Co-constructing assessment rubrics collaboratively with students deepens their understanding of performance expectations and fosters strong learning ownership. Unpacking criteria together clarifies qualitative standards, aligns expectations, and empowers learners to monitor their work self-regulatively during task production, leading to higher-quality work outcomes.

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active collaboration. Creating a supportive environment where errors serve as learning data encourages honest self-reflection, constructive peer dialogue, and adaptive teaching, driving continuous academic improvement across the school community.

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191. (D) Where am I going? Where am I now? How to close the gap?
Empowering students through self-directed evaluation revolves around answering three central questions: identifying learning targets, assessing current baseline performance, and determining actionable strategies to close the gap. Internalizing these reflective checkpoints guides self-regulated learning, promotes goal orientation, and fosters continuous personal improvement.

192. (A) I and III only
Offering assessment choices increases learner engagement, while fostering a growth mindset supports honest self-evaluation. These principles build academic agency. However, claiming teacher-imposed goals outperform student-generated targets is false, as personal goal setting drives intrinsic motivation, self-regulation, and genuine commitment to learning improvement.

193. (D) Valuable learning opportunities
Treating student errors as valuable learning opportunities defines a growth-oriented classroom evaluation culture. Analyzing mistakes constructively uncovers underlying cognitive misconceptions, guiding necessary strategy adjustments. Re-framing errors as natural, informative components of learning builds psychological safety, encourages risk-taking, and promotes deeper conceptual processing.

194. (D) Specific, short-term, and student-monitored
Establishing specific, short-term, and student-monitored goals optimizes self-regulated learning and personal accountability. Concrete, immediate targets provide clear direction, making progress monitoring manageable and transparent. Tracking incremental achievements builds self-efficacy, maintains motivation, and enables learners to adjust study strategies effectively to attain learning objectives.

195. (D) Assessment as Learning self-regulation
Analyzing test error patterns to identify mechanical calculation slips and adopting a reverse-checking strategy demonstrates advanced self-regulation. Identifying performance weaknesses independently and implementing corrective cognitive strategies exemplifies self-directed assessment. This self-corrective routine reflects high metacognitive awareness, agency, and self-directed learning control.

196. (D) Students independently monitor and adjust their own learning
Applying the gradual release of responsibility model to assessment leads to students independently monitoring and adjusting their learning. Transitioning from teacher modeling to guided practice culminates in student self-regulation. Learners internalize evaluative standards, analyze work quality, and implement corrective strategies autonomously, achieving full academic independence.

197. (D) Compare your draft to the rubric. Which area needs revision?
Prompting students to compare draft work against established rubric criteria and identify necessary revisions directly supports self-directed assessment. Rather than delivering direct teacher corrections or vague marks, this questioning strategy encourages reflective self-evaluation. Guided analysis strengthens metacognitive evaluation skills and fosters independent self-regulation.

198. (D) Intrinsic motivation and lifelong learning skills
Embedding self-directed evaluation practices systematically develops intrinsic motivation and lifelong learning capabilities in students. Empowering learners to monitor progress, evaluate work quality, and set personal growth goals builds cognitive agency. These self-regulatory competencies extend beyond formal schooling, equipping individuals for continuous, self-directed intellectual development.

199. (D) Model metacognitive strategies for student self-monitoring
Utilizing think-aloud modeling allows teachers to make internal cognitive problem-solving and error-recovery processes explicit for students. Verbalizing mental strategies, uncertainty, and correction methods provides a clear model of metacognitive self-monitoring. Students learn to apply similar reflective inner dialogue, enhancing their independent self-assessment and problem-solving autonomy.

200. (D) Continuous growth, psychological safety, and collaboration
Successfully integrating formative and self-directed assessment paradigms depends on establishing a school culture rooted in continuous growth, psychological safety, and

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